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ABSTRACT

Created to heighten teachers' awareness of human rights issues, particularly those related to children's rights, this guide offers children knowledge and skills in developing both self-worth and empathy for others. These feelings, the curriculum argues, are the foundation children need if they are to understand their rights as children and the basic rights of all human beings. The Ten Principles from The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959, provide the nucleus for the manual. The Ten Principles express many familiar concepts, including self-esteem, multiculturalism, and child abuse. Considering these issues in the context of a comprehensive statement of children's rights adds weight and focus to them. The manual contains curricular activities and booklists to help teachers further children's understanding of their rights. The activities are divided into three age groups. "The Young Child" is for children ages 3-5. "The Primary Child" is for children ages 6-8. "The Upper Elementary Child" is for children ages 9-12. (LH)

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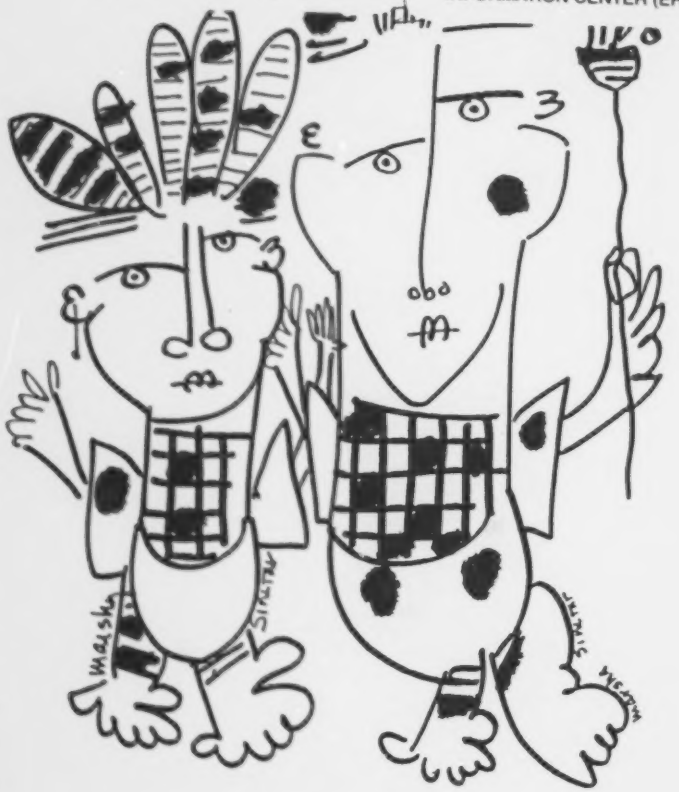

Human Rights for Children

A Curriculum for Teaching Human Rights to Children Ages 3–12

Developed by the Human Rights for Children Committee:
Virginia Hatch, Patsy Hegstad, Norman Heimgartner, Wendy Izumi, Karen Konrad, Bobbi Miller

Illustrated by Marsha Sinetar

SO 026 269

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The writing of this project was partially funded by Amnesty International USA

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A Curriculum for Teaching
Human Rights to Children
Ages 3–12

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Illustrated by Marsha Sinetar

Hunter House

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About the Illustrator

Marsha Sinetar's fertile imagination and spare, humorous line drawings reflect her well-known interest in the creative process—a fascination that finds expression through numerous articles, books and a vigorous lecture schedule. A best-selling author, Sinetar is making a significant contribution to our contemporary understanding of the gifted, creative adult.

Sinetar's pen and ink illustrations capture the sharp-edged, feeling state of childhood and testify to the artist's extensive, early professional background as an educator. Sinetar's images reveal a boundless, loving universe, where few distinctions or troubles exist between people, where anything is possible, where people communicate freely, and where we each can express our own lively, animated feelings—the heart of our creativity.

An exponent of the practical value of optimal adult wholeness. Dr. Sinetar's several books are increasingly used worldwide in diverse professional settings: colleges, counseling, and spiritual direction. In addition to the books listed in the bibliography, her works include

- *A Way Without Words*
- *Developing a 21st Century Mind*
- *Living Happily Ever After*
- *Elegant Choices, Healing Choices*
- *Do What You Love, the Money Will Follow*
- *Ordinary People as Monks & Mystics*
- *Self-Esteem Is Just an Idea We Have About Ourselves*
- *A Person is Many Wonderful, Strange Things*

The artist is represented by HENLEY'S Gallery, The Sea Ranch, CA 95497; (707) 785-2951.

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About the Human Rights for Children Committee

Several members of the Tacoma, Washington chapter of Amnesty International have determined to focus a portion of their efforts on the prevention of "future" human rights abuses. No effort seems more appropriate than to help children develop an awareness of their own individual human rights and the human rights of others.

Dr. Patsy Hegstad, Dr. Norman Heimgartner, Wendy Izumi, and Virginia Hatch asked Bobbi Miller and Karen Konrad, both local early childhood educators, to join with them in developing a manual of activities for children ages three through twelve. This group became the Human Rights for Children Committee, and after many hours of soul searching, debate, and cooperation, they devised the tapestry of ideas for this manual. The focus is on the *Declaration of the Rights of the Child.*

Virginia Hatch received a BA in history from Southern State College in Magnolia, Arkansas. A native of Louisiana, Ms. Hatch has resided in Washington State since 1967. She is currently attending Pacific Lutheran University to obtain a master's in education.

Patsy Hegstad, a native of Idaho, received a Ph.D. in political science from the University of Washington. Study at the Oslo Peace Research Institute was formative in her views on human rights as a global issue. She has taught at several universities in Washington State and has lived in Germany and England. Currently she serves on the board of the Tacoma German Language School.

Norman Heimgartner, from New York State, received his Ed.D. from the University of Northern Colorado. He was a kindergarten teacher for twenty-five years. He is a Professor of Education at the University of Puget Sound, Tacoma, Washington; National Lecture Staff member of the Gesell Institute of Human Development, Yale University; and Professor at Kunming Teachers University, People's Republic of China.

Wendy Izumi was born and raised in Hawaii and received a BA in political science from the University of Hawaii at Manoa. As a Peace Corps volunteer, she taught English, history, and geography for two years at Kiambugi Secondary School in Murang'a, Kenya.

Bobbi Miller, a native of Washington State, received her Montessori Certificate from St. Nicholas in London, England. She has been active in early childhood education for the past sixteen years. Currently Ms. Miller is director of the Montessori Center in Tacoma, Washington.

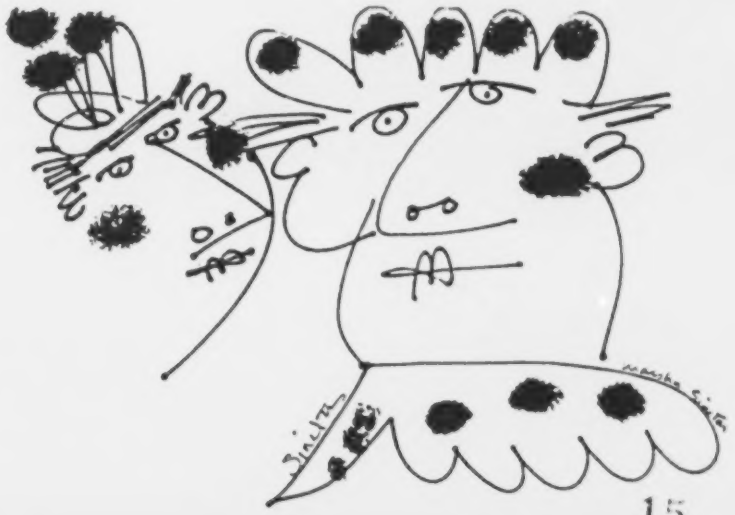
Karen Konrad, a native of California, received her BA degree in education and BS degree in occupational therapy. She is completing a master's in education at the University of Puget Sound. Karen has conducted workshops in conflict resolution, integrated curriculum, and environmental issues. She is currently an elementary teacher in Gig Harbor, Washington.

Our Thanks

We thank the many teachers and librarians in private and public schools in Tacoma and Pullman, Washington, who contributed ideas for activities, suggested books appropriate to the Ten Principles, and offered "reality checks" when evaluating our ideas. We are very grateful for their help and their confidence in our ability and determination to conclude this project.

We would like in particular to recognize the helpfulness of Sabin Stevens, Jan Fuller, Barbara Klarsch, and Nancy Donaldson, teachers at The Annie Wright School, Tacoma, Washington; Marlys Johnson, second grade teacher at Franklin Elementary School in Pullman, Washington; Kathy DiStefano, fourth grade teacher at Arlington Elementary School in Tacoma, Washington; Deborah Balaam, curriculum librarian at the University of Puget Sound; Marilyn Tuohy, librarian at The Annie Wright School; Laura Shomshak, children's librarian at the Tacoma Public Library; Nancy Flowers and Cosette Thompson of Amnesty International, U.S.A.; and the teachers who participated in Continuing Education Workshop 508, The University of Puget Sound. Amnesty International, U.S.A. provided funding through a special initiatives grant. Roger L. Freeman donated additional resources used in production and printing.

A heartfelt "thank you" to each person who played a part in the creation of this manual. Obviously any errors or omissions are those of the authors.



Introduction

This manual has been created to heighten your awareness of human rights issues, particularly those related to children's rights. The curriculum suggested here offers children substantive knowledge and skills in developing both self-worth and empathy for others. These feelings are the foundation children need if they are to understand their rights as children and the basic rights of all human beings.

The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959, provides the nucleus for the Manual. The new principles stated in this Declaration represent the initial attempt by the international community to acknowledge the special role in raising global concern about the rights of children. This declaration has played a major role in raising global concern about the rights of children and the conditions of their lives. It served as a precursor and building block for the 1989 United Nations Convention on the Rights of the Child. The Convention is a more comprehensive and specific document with greater legal stature, and the Tacoma Human Rights for Children Committee urgently supports its ratification.

Because of the age of the children with whom this manual has been designed to be used, we chose the simpler language of the Declaration of the Rights of the Child as the basis for the manual. At the same time, we have drawn from the Convention on the Rights of the Child to develop the activities for each principle. Specifically, we have included the participatory rights of the child, including the child's right to information.

The Ten Principles from the declaration will express many familiar concepts—among these are self-esteem, multiculturalism, and child abuse. Considering these issues in the context of a comprehensive statement of children's rights adds weight and focus to them.

Teachers may wish to use this manual in conjunction with the UNICEF publication *A Children's Chorus* (see Bibliography), a book which states the Ten Principles in language appropriate to the preschool and elementary school years. This manual contains curricular activities and booklists to help you further the children's understanding of their rights. We present each Principle in the following way:

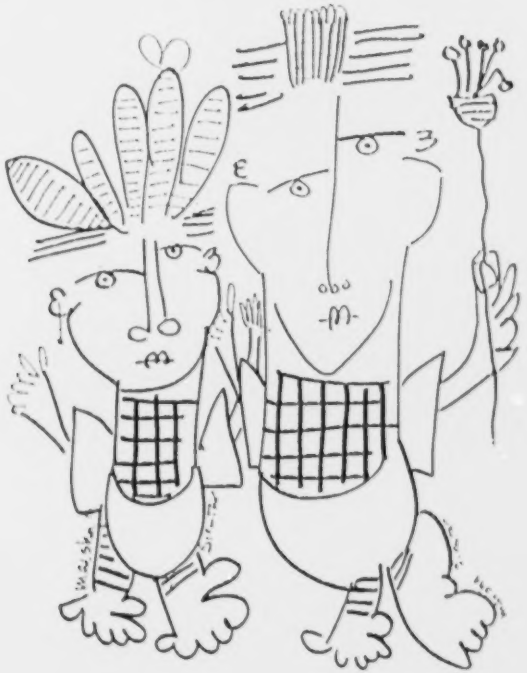
1. Enunciation of the Principle from the text of *A Children's Chorus.* (You will find this in large print and enclosed in quotation marks.)
2. Enunciation of the original Principle in abbreviated form. (You will find this in small italic print.) Should you wish to read the full text of the United Nations Declaration, see the last pages of *A Children's Chorus*;
3. Teaching Strategy/Focus which interprets the Principle for classroom use;
4. Activities which give life and meaning to the Strategies. Requisite materials and content areas are indicated for each activity;

5. Lists of books which enrich understanding of the Principle.

The Tacoma Human Rights for Children Committee strongly encourages you to create your own activities in conjunction with your children, considering their special abilities and needs. The activities we provide are intended only as examples and are by no means definitive.

We have divided the activities into three age groups. "The Young Child" is for children ages 3–5, "The Primary Child" for ages 6–8, and "The Upper Elementary Child" ages 9–12. The notations CJ or E (Easy) and J (Juvenile) after each book follow the library practice of dividing younger from older elementary children's materials. Obviously, you should select activities and books appropriate to the developmental age of your children regardless of the categories.

We invite you to celebrate with your children the essential value of childhood.

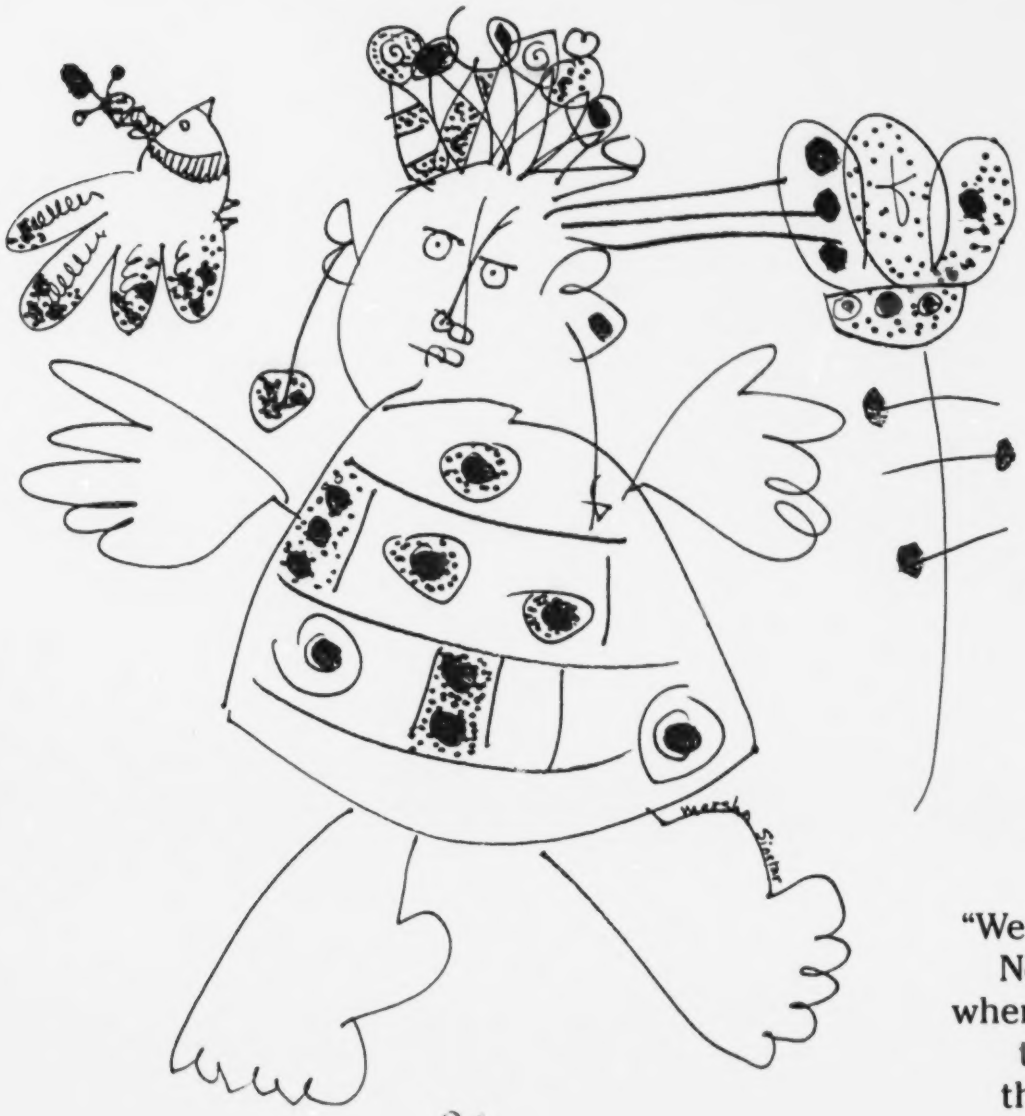


The Ten Principles from *A Children's Chorus* (E.P. Dutton, 1987)

1. We are the children of the world. No matter who our parents are, where we live, or what we believe, treat us as equals. We deserve the best the world has to give.
2. Protect us, so that we may grow in freedom and with dignity.
3. Let us each be given a name and have a land to call our own.
4. Keep us warm and sheltered. Give us food to eat and a place to play. If we are sick, nurse and comfort us.
5. If we are handicapped in body or mind, treasure us even more and meet our special needs.
6. Let us grow up in a family. If we cannot be cared for by our own family, take us in and love us just the same.
7. Teach us well, so that we may lead happy and productive lives. But let us play, so that we may teach ourselves.
8. In times of trouble, help us among the first. The future of the world depends on us.
9. Protect us from cruelty and from those who would use us badly.
10. Raise us with tolerance, freedom, and love. As we grow up, we too will promote peace and understanding throughout the world.

The Ten Principles—Abbreviated from the United Nations' *Declaration of the Rights of the Child*, 1959

1. All children, without regard to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, are entitled to the rights set out in the Declaration of the Rights of the Child, adopted by the United Nations, 1959.
2. The child shall enjoy special protection and be given opportunities and facilities to develop physically, mentally, morally, spiritually, and socially.
3. The child shall be entitled to a name and nationality.
4. The child shall have the right to adequate nutrition, housing, recreational, and medical services.
5. The child who is physically, mentally, or socially handicapped shall be given special treatment, education and care.
6. Wherever possible, the child should grow up with its parents. Society and public authorities have the duty to extend special care to children without a family and means of support.
7. The child is entitled to free and compulsory education. The child shall have the opportunity for play and recreation.
8. The child shall always be among the first to receive protection and relief.
9. The child shall be protected against all forms of neglect, cruelty, and exploitation. Child labor shall not be allowed.
10. The child shall be protected from practices which foster discrimination in any form. The child shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood.



Principle One

"We are the children of the world.
No matter who our parents are,
where we live, or what we believe,
treat us as equals. We deserve
the best the world has to give."

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All children, without regard to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, are entitled to the rights set out in the Declaration of the Rights of the Child, adopted by the United Nations, 1959.

Teaching Strategy/Focus (1A): To recognize children as special

Content Area	Materials	Activities
The Young Child		
• Social Science • Geography	• Quality photo collection of children from around the world, including some local children • Globe	Share picture collection, noting the uniqueness of childhood regardless of nationality, gender, race, religion. Point out where these children live, generally, on the globe.
• Mathematics • Language Arts	• Box with a hole large enough for child-sized hand • Optional: special items such as stickers or erasers	Demonstrate that only the small hand of a child can reach into the hole (and retrieve special items—this is optional.)
• Social Science • Language Arts	• Children's items, such as pacifiers, rattles, toys, books • Pictures of items, especially to suggest larger things or items not available locally	Share items teacher has collected, picture collection, or items children bring for "show and tell" to develop the idea that things are made especially for children.
The Primary Child		
• Social Science • Geography • Language Arts	• Quality photo collection of children from around the world, including some local children • World map	Share picture collection, noting the uniqueness of childhood regardless of nationality, gender, race, religion. Match photos to map.
• Language Arts • Mathematics	• Playground equipment which fits only young children	Have class identify favorite places on the school or park playground; let them experience those, such as a tunnel or narrow place between stones, which accommodate only children.

Teaching Strategy/Focus (1A): To recognize children as special

Content Area	Materials	Activities
• Language Arts • Mathematics • Social Science	• Items used by children at various ages and by adults, or pictures of items	Have class sort items/pictures into two groups—children and adults—to illustrate the idea that things are made especially for children. Further sort children's items used by infants, preschoolers, and school-age children.
The Upper Elementary Child		
• Geography • Language Arts • Social Science	• Quality photo collection of children from around the world, including some children and adults together	Share picture collection, discussing the commonalities which children have regardless of their place in the world. Focus on adults in the pictures, discussing the roles of children and adults.
• History • Social Science	• No special materials required	Identify special places and organizations in the community which adults have created for children, such as boys and girls clubs, 4-H, children's libraries. Are there special places and organizations children have created for themselves?
• Music • Language Arts • Social Science	• Children's stories, poetry and songs, including some written by children	Use examples of children's literature and music to illustrate the idea that things are created especially for this unique period of life.
• History • Language Arts • Social Science	• Books and periodicals	Let class develop a "Children's Hall of Fame" corollary to special recognition of famous athletes, musicians, women. What criteria will the class use for selection?

Principle One

"We are the children of the world. No matter who our parents are, where we live, or what we believe, treat us as equals. We deserve the best the world has to give."

All children, without regard to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, are entitled to the rights set out in the Declaration of the Rights of the Child, adopted by the United Nations, 1959.

Teaching Strategy/Focus (1B): To celebrate diversity and similarity

Content Area	Materials	Activities
The Young Child		
• Geography • Mathematics • Social Science	• Photo collection used in 1A	Share picture collection, sorting and grouping by obvious attributes such as boys/girls, hair color, age ("older/younger than you.").
• Art	• Fingerpaints • Paper	Use fingerpaintings to illustrate the uniqueness of each painting/child as well as the qualities they have in common.
• Language Arts • Mathematics	(This is a circle activity)	"Excuse" children one at a time from the circle by describing physical attributes of each child, such as "This person is wearing blue socks with white shoes."
• Language Arts • Mathematics	• Items of one kind with differing attributes, such as shoes	Make a concrete graph by sorting items (shoes with laces, shoes with buckles, slip-on shoes) on the floor. All the shoes protect children's feet, but they are of different types.
• Music	• Recordings or live music	Present music from various cultures.
The Primary Child		
• Geography • Language Arts • Mathematics • Social Science	• Photo collection used in 1A	Share picture collection, sorting and grouping by various points of interest reflecting life-styles, such as costume and expressions (suggesting feelings).
• Art • Language Arts	• Drawing or painting supplies	Have children draw or paint a given subject, such as flowers, and use their artwork to illustrate both the uniqueness of each and the commonalities.

Teaching Strategy/Focus (1B): To celebrate diversity and similarity

Content Area	Materials	Activities
• Language Arts • Mathematics	(This is a circle activity)	"Excuse" children one at a time from the circle by describing the child through initials or letter combinations in his/her name(s), or by information such as "belongs to soccer team, sings in a choir, and has a pet rabbit."
• Language Arts • Mathematics	• Items of one kind with differing attributes, such as favorite fruits	Let children represent the groupings with bar graphs, discussing common and distinct characteristics. Or discuss without having items present, such as favorite animals.
• Music	• Recordings or live music	Present music from various cultures.
The Upper Elementary Child		
• Geography • Language Arts • Social Science	• Photo collection used in 1A • Library resources	Share picture collection, letting each student or groups of students research attributes and activities of children which the photos suggest. Share results in class, noting commonalities and differences.
• Art • Mathematics • Science	• Paper • Scissors	Make six-point snowflakes to illustrate similarities and differences. This may be extended to a study of crystal formation.
• Language Arts	(Group activity)	Play Twenty Questions with the theme of "something I like to do," in order to reveal commonalities (TV viewing) and differences (stamp collecting, synchronized swimming).
• Computer Science • Mathematics	• Computer(s) • Database program (software)	Create a class database which may be accessed according to shared and discrete characteristics, such as black hair, dog ownership, speaking a second language.
• Mathematics • Language Arts	• Paper • Pencils	Illustrate shared and discrete interests of class members with Venn diagrams.
• Music	• Recordings or live music	Present music from various cultures.

Principle One: **"We are the children of the world. No matter who our parents are, where we live, or what we believe, treat us as equals. We deserve the best the world has to give."**

All children, without regard to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, are entitled to the rights set out in the Declaration of the Rights of the Child, adopted by the United Nations, 1959.

Teaching Strategy/Focus (1C): To aid in the development of self-image—each child is equally important

Content Area	Materials	Activities
The Young Child		
• Art	• Large paper • Crayons	Let children trace outlines of their bodies, drawing in and coloring their features and clothing.
• Art	• Fingerpaints • Paper • Clay or plaster of paris	Let each child make a handprint to decorate the classroom or to present to someone special.
• Art	• Large paper • Basic art supplies	Create a "contribution mural" around a common theme, where each child's contribution of a design, animal, or flower is important.
• Language Arts • Social Science	• Elaborately decorated lidded box with mirror inside	Prepare the child for seeing a picture of "the most important person in the world" and then have him/her look inside the box without revealing the secret until all have taken a turn.
The Primary Child		
• Art • Language Arts	• Heavy paper • Pencils and markers • Staples or brads as fasteners	Draw pictures of selves, another special person, and a favorite animal. Fasten into a booklet, cutting into head, body and leg sections to create a body parts flip book.
• Art • Language Arts • Mathematics	• Photograph or drawing supplies • Scissors	Let each child make a jigsaw puzzle of him/herself from a photograph or picture.
• Art • Language Arts • Music	• Threads, yarn, feathers contributed by each child. Almost any natural material can be used.	Prepare the warp for a class weaving by running strings across a frame and hanging it in the classroom. Encourage each child to contribute to the weaving, praising and stressing the importance of each thread to the whole.

Teaching Strategy/Focus (1C): To aid in the development of self-image—each child is equally important

Content Area	Materials	Activities
• Language Arts • Social Science	• Elaborately decorated lidded box with mirror inside	Prepare the child for seeing a picture of "the most important person in the world" and then have him/her look inside the box without revealing the secret until all have taken a turn.
• Art • Geography • History • Language Arts • Social Science	• Paper and drawing supplies or "found" materials including cardboard tubes • Library resources	Have each child identify several special attributes or interests and depict them with a family crest, coat of arms, or totems. This may be extended with actual examples of Japanese family crests, European coats of arms, or Native American totems.
• Language Arts	• Flashlight	Children work in pairs. Each must discover two positive things about the partner—hobby, favorite place to go, special event in the past, special skill, pets, etc.—and report to the group. Spotlight the child being "presented."
• Art • Social Science	• Cube • Magazines • Pencils • Scissors • Glue • Markers • Crayons • Photos	Have the children make "personality cubes." Each side of the cube will tell something about the child (favorite activities, food, places visited, etc.). Share cubes. Make a mobile.
The Upper Elementary Child		
• Art • Language Arts • Social Science	• Writing supplies • Copy machine	Prepare a class newspaper featuring stories and illustrations by each child or about each child.
• Art • Language Arts • Music	• Threads, yarn, feathers contributed by each child. Almost any natural material can be used.	Prepare the warp for a class weaving by running strings across a frame and hanging it in the classroom. Encourage each child to contribute to the weaving, praising and stressing the importance of each thread to the whole.
• Art • Language Arts	• Casting material—plaster and strips of gauze (available from medical supplier). • Paints.	Let each child create a mask representative of his/her physical features, attributes and interests.

Booklist for Principle One

Ahlberg, Allan and Janet Ahlberg. *Baby's Catalogue*. Boston: Little Brown, 1982.
Charming illustrations depict items made especially for babies.

Andrews, Jan. *Very Last First Time*. New York: Atheneum, 1986. CJ or E
Adventure of a young Inuit girl who gathers mussels on the bottom of the sea under the ice layer above.

Aska, Warabe. *Who Hides in the Park*. Toronto: Tundra Books, 1986. CJ or E
All children share in the mysteries and joy of the park (Stanley Park, Vancouver, B.C., Canada). Text in English, French, Japanese, and Chinese.

Bailey, Donna and Anna Sproule. *Brazil*. Steck-Vaughn Library, 1991. CJ or E
Photographs and simple text depict life in Brazil from a young boy's point of view. Note that this is one of the series "Where We Live"; other titles cover Australia, France, Greece, Hong Kong, India, Israel, Italy, Japan, Kenya, Mexico, Nigeria, the Philippines, Poland, Russia, Trinidad.

Berry, Joy. *Every Kid's Guide to Being Special*. Chicago: Children's Press, 1987. J
Reinforces concept that each person is special by looking at physical, personality and situational characteristics.

Brandenberg, Franz. *Otto is Different*. New York: Greenwillow Books, 1985. CJ or E
Otto the octopus, who is unhappy because he is different, learns there are many advantages in having eight arms. Delightful illustrations by James Stevenson.

Carlson, Nancy. *I Like Me*. New York: Puffin, 1990. CJ or E
A happy pig knows that, even in bad times, your best friend can be yourself.

Caseley, Judith. *Harry and Willy and Carrothead*. New York: Morrow Junior Books, 1992. CJ or E
Three boys overcome prejudicial ideas about appearance (Harry was born with no left hand and has a prosthesis, Oscar has red hair) and become friends. Charming story emphasizing the worth of each child.

Cohen, Barbara. *The Secret Grove*. New York: Union of American Hebrew Congregations, 1985. J
When an Israeli and Jordanian boy accidentally meet and become friends, they expose miscon- ceptions and stereotypes each has about the other.

Dantzer-Rosenthal. *Some Things are Different, Some Things are the Same*. Niles, IL: Albert Whitman & Company, 1986. CJ or E
Josh discovers that some things are the same at Stephen's home as at his own, while others are different. A book to help the very young appreciate similarities and differences.

Delacre, Lulu. *Arroz con Leche; Popular Songs and Rhymes from Latin America.* New York: Scholastic, 1989. J
Collection of songs and rhymes in Spanish and English illustrative of Latin American children's traditions.

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book.* New York: Dial Press, 1974. CJ or E
Reflects traditional East African life.

Frasier, Debra. *On the Day You Were Born.* New York: Harcourt Brace Jovanovich, 1991. CJ or E
Frasier explores the natural world as she extends a welcome to each new member of the human family in this beautiful picture book.

Girion, Barbara. *The Boy with the Special Face.* Nashville: Abingdon, 1978. CJ or E
Sensitive description for young children of the feelings of a boy who is considered unattractive, including a validation of his worth.

Simon, Nora. *Why Am I Different?* Niles, IL: Albert Whitman & Company, 1976. CJ or E
Shows differences in physical traits, abilities, and families, affirming diversity in terms of self-respect and respect for others.

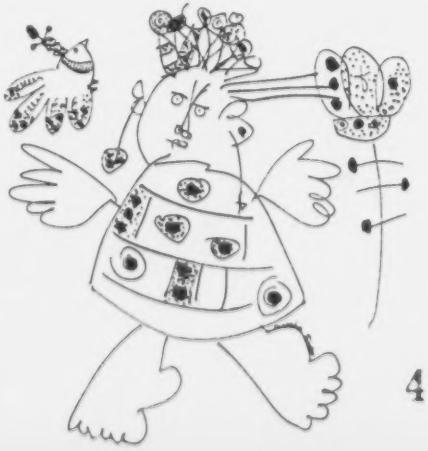
Singer, Marilyn. *Nine O'Clock Lullaby.* New York: Harper Collins, 1991. CJ or E
Depicts events taking place simultaneously in lives of children in different time zones around the world.

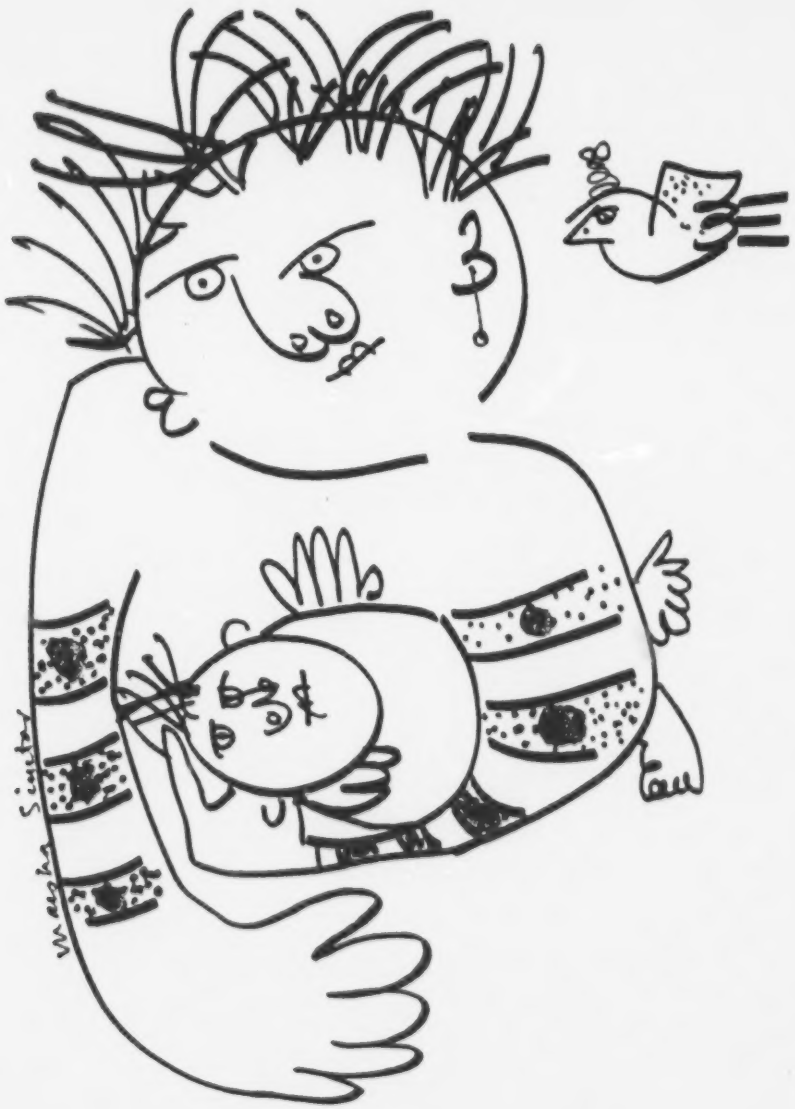
Spier, Peter. *People.* Garden City, NY: Doubleday, 1980. CJ or E
Discusses and illustrates similarities and differences of the earth's people.

Surat, Michele Maria. *Angel Child, Dragon Child.* New York: Scholastic, 1989. CJ or E
Raymond ridicules a Vietnamese refugee in his class because he does not understand her ways or her loneliness, until a wise principal intervenes.

UNICEF. *We, the Children.* New York: W.W. Norton & Co., 1990. All ages.
Visual document by the world's leading photojournalists showing diverse children at play, school, work, and rest.

Yee, Sylvia and Lisa Kokin. *Got Me a Story to Tell. A Multi-Ethnic Book: Five Children Tell About Their Lives.* St. John's Educational Threshold Center, 1977. J
The five children who tell their stories are African American, Chinese, Filipino, Hindustani, and Latino; each is different, yet each reveals universalities of children.





Principle Two

**"Protect us,
so that we may grow
in freedom and with dignity."**

Principle Two "Protect us, so that we may grow in freedom and with dignity."

The child shall enjoy special protection and be given opportunities and facilities to develop physically, mentally, morally, spiritually, and socially.

Teaching Strategy/Focus (2A): To promote a sense of dignity by understanding the many ways of growth

Content Area	Materials	Activities
The Young Child		
• Language Arts • Social Science	• Infant, or large pictures of an infant	Explore baby's abilities and needs, drawing attention to things the children can do for the baby. Compare their needs to the baby's, asking who helps the baby/them.
• Language Arts • Science (Biology) • Social Science	• Baby photographs of class and teacher • Bulletin board for displaying pictures	Discuss ways the children and teacher have grown and changed, noting mental and social skill development as well as physical growth.
• Language Arts • Social Science	• Light • Globe • Name cards of months • Paper crown with child's name	Celebrate the development of each child on his/her birthday or another special day by gathering in a circle and reciting a brief history of the child from birth to present. Let one of the children place a light, representing the sun, in the center of the circle while another child places month cards in order around the circle. The featured child holds a globe and walks around the "sun" the number of times corresponding to his/her age, while the teacher tells of changes in the child's life. A paper crown adds to the special air of the ceremony.
• Art • Language Arts	• Prepared pages • Pencils and crayons • Staples, brads or ribbon for binding booklet	Let the children create books representing their growth by responding to frames, such as "when I was little, someone carried me, but now I..." and "when I get bigger, I will . . . ."
• Language Arts • Physical Education	• Music or sound effects such as ocean waves	Encourage the children to imagine and act out the growth of a fantasy creature breaking out of a shell, beginning to move, looking around, becoming strong, interacting with other creatures.

Teaching Strategy/Focus (2A): To promote a sense of dignity by understanding the many ways of growth

Content Area	Materials	Activities
The Primary Child		
• Language Arts • Science • Social Science	• Infant	Explore a baby's abilities and needs, drawing attention to things the class and younger children can do for the baby. Compare their needs to those of the baby and of younger children, asking who helps at these stages.
• Art • Science • Social Science	• Childhood photographs of class and teacher • Drawing supplies	Create personal time lines using photographs or drawings to represent the children's/teacher's growth and development.
• Language Arts • Science • Social Science	• Light • Globe • Name cards of months	Celebrate the development of each child on his/her birthday or another special day by gathering in a circle and reciting a brief history of the child from birth to present. Let the children prepare the event by placing a light, representing the sun, in the center of the circle and month cards in order around the circle. As the featured child holds a globe and walks around the "sun" the number of times corresponding to his/her age, other children tell of changes in the child's life. May be extended by linking to astronomy or major local/national/international events.
• Mathematics • Science	• Graph paper	Let each child chart his/her height monthly on a personal chart.
• Language Arts • Mathematics • Science	• Bean or radish seeds • Pots or other containers • Soil • Graph paper	Plant seeds and chart growth, relating to plant's needs. Discuss as analogy to human needs.
• Social Science • Science	(No materials required)	Identify groups to which each child belongs, such as "eight-year-olds," Cub Scouts, or a swim team. Have children sort groups by type of growth they represent: physical, mental, emotional or social.

Teaching Strategy/Focus (2A): To promote a sense of dignity by understanding the many ways of growth

Content Area	Materials	Activities
• Physical Education	• Journals • Scales • Means of taking height measurements • Stop watch	Test students on physical fitness (shuttle run, mile run, pull-ups, sit-ups). Track the results in journals. Allow children to write about how they feel and how they can improve. Use individual charts to work on own comparison. Include discussions about nutrition and well-being.
The Upper Elementary Child		
• Social Studies	• Preschool within walking distance or availability of bus/cars	Visit a preschool to observe the abilities and needs of younger children, drawing attention to things the students can do for preschoolers and babies. Compare their needs to those of the toddler, asking who helps them/younger children.
• Art • Science (Biology) • Social Studies	• Childhood photographs of class and teacher • Drawing supplies	Create personal time lines using photographs or drawings to represent children's/teacher's growth and development.
• Art • Language Arts • Social Science	• Paper • Drawing supplies • Staples or brads to fasten booklet together	Celebrate the development of each child on his/her birthday or another special day by having the class contribute pages representing how the featured child has grown since they have known him/her. Gather into a booklet for presentation to the child.
• Language Arts • Science • Social Studies	• Bean, radish or other seeds • Pots or other containers • Soil • Drawing supplies • Staples or brads to fasten booklet together	Plant seeds to observe as an analogy to human growth, recording "milestones," such as the first leaf, in a baby book for the plant. Discuss major types of growth represented in a typical baby book and compare to categories in plant development.
• Art • Mathematics • Science	• Metric tape measure • Writing materials	Let the children measure their height, stride, hand span, foot length, head circumference, arm length, thumb length and record them individually. (Using metric measurements shifts focus to the exercise and reduces self-consciousness.) Explore proportionality by observing such things as height in relation to foot length or arm length. Arrange children by height from shortest to tallest, then by other measurements, such as thumb length. Does the order change or remain the same?

Teaching Strategy/Focus (2A): To promote a sense of dignity by understanding the many ways of growth

Content Area	Materials	Activities
• Language Arts • Science • Social Studies	• Writing materials	Let the class list groups to which they belong and the activities associated with each groups. Discuss in groups and then write about the various types of growth which these activities reflect—physical, mental, moral, spiritual or social.
• Language Arts • Mathematics • Social Science	• Adding machine tape • Markers	Make a time line showing each student's birthday. On each birthday, have students research the special events such as inventions, births and deaths that occurred on that day and year of birth. Present the child with a book of events for that birthday.
• Health • Language Arts • Mathematics • Physical Education	• Journals • Scales • Means of taking height measurements	Test students periodically on physical fitness (shuttle run, mile run, pull ups, sit ups). Track the results in journals including height and weight. Have children graph the results. Use graphs from volunteers for comparisons and contrasts. Include discussion about nutrition and well being of children worldwide.

Principle Two "Protect us, so that we may grow in freedom and with dignity."

The child shall enjoy special protection and be given opportunities and facilities to develop physically, mentally, morally, spiritually, and socially.

Teaching Strategy/Focus (2B): To expect a positive and supportive environment

Content Area	Materials	Activities
The Young Child		
• Art • Language Arts • Social Science	• Red construction paper • Pencils or crayons • Scissors	Have children make smiles to give out during the day to anyone they think needs one. Talk about how smiles brighten everyone's day.
• Language Arts	(This is a circle activity)	At closing circle time, let the children each share two things about their school day—things they liked or did not like, how they felt at certain times.
The Primary Child		
• Language Arts • Social Science	(This is a circle activity)	Play a compliment game by focusing upon one child and having each person say something he likes about the featured child or which he/she does well. Be sure to feature each child within a certain time period. (Preliminary activities should focus upon the positive nature of this activity.)
• Language Arts • Social Science	(This is a circle activity)	Use a "magic circle" time to discuss a question or situation, with each child's contribution accepted as worthwhile. Validation may be increased by asking each child to comment upon the thought of another that he/she particularly liked and say why.
• Art • Language Arts • Social Science	• Construction paper	Alert children to observe kindness and helpfulness in the classroom. Document by placing "helping hand" cut from construction paper on bulletin board or elsewhere in the room, or by presenting it to the child being commended. Another variant is to depict an apple tree on the bulletin board and use apple shapes. Read Shel Silverstein's *The Giving Tree*.

Teaching Strategy/Focus (2B): To expect a positive and supportive environment

Content Area	Materials	Activities
• Language Arts	• Writing supplies	Draw names for secret pen pals, with each writing something special for the classmate.
• Language Arts • Social Science	• "Problem Box"	Establish a classroom problem-solving council. Establish ground rules of the council. Council members change weekly. Have students vent their problems with other students before council members. Invite guest mediator, if necessary, to help. Follow up with results of council meetings. Did the council help solve the problem?
The Upper Elementary Child		
• Language Arts • Social Science	• Writing supplies	Facilitate "accordion affirmations" in which a child writes his/her name on a page and passes it to the nearest person, who writes something positive, folds the comment under and passes it on. Repeat until pages for all the children have passed completely around the room, then return to the child to read and enjoy.
• Language Arts • Social Science	(This is a circle activity)	Use a "magic circle" time to discuss a question or situation, with each child's contribution accepted as worthwhile. Validation may be increased by asking each child to comment upon the thought of another that he/she particularly liked and say why.
• Art • Geography • Social Science	• Newspapers and magazines • Construction paper	Alert the children to observe accounts of kindness and helpfulness in the community and around the world. Use "helping hands around the world" theme, with paper cutouts of hands to illustrate examples the children find.
• Language Arts	• Writing supplies	Record in journals acts of kindness and support students' experience in the classroom during a week.
• Science • Social Science	• Seeds • Pots or other containers • Soil	Grow plants and use phototropism to draw a comparison between the importance of a positive environment for the development of a plant and a person.

Teaching Strategy/Focus (2B): To expect a positive and supportive environment		
Content Area	**Materials**	**Activities**
• Language Arts • Social Science	• "Problem Box"	Establish a classroom problem-solving council. Establish ground rules of the council. Council members change weekly. Have students vent their problems with other students before council members. Invite guest mediator, if necessary, to help. Follow up with results of council meetings. Did the council help solve the problem?

Booklist For Principle Two

Al-Anon. *What's "Drunk", Mama?* New York: Al-Anon. CJ or E
A girl describes the behavior of her alcoholic father, her anger at him, and the sense of guilt that comes with hiding his "secret." Her mother explains that he needs help and that the girl is in no way to blame for his problem.

Alexander, Sue. *Nadia the Willful.* New York: Pantheon Books, 1983. CJ or E
A Bedouin girl is forbidden by her father the Sheik from speaking the name of her dead brother because it is too painful for him. Nadia finally does talk about Hamed and convinces her angry father that the way to heal is to remember the lost boy and their love for him together.

Aseltine, Lorraine. *First Grade Can Wait.* Niles, IL: Albert Whitman & Co., 1988. CJ or E
When Luke has trouble keeping up, his mother arranges with the teacher for him to remain in kindergarten for another year. Luke's brightness and artistic talent are emphasized, as well as the fact that some children need a little more time than others to develop.

Barrett, John M. *No Time for Me.* New York: Human Sciences Press. CJ or E
Third grader Jimmy's parents are lawyers with no time for him. He hides his hurt until they go out of town on his birthday. When he explodes in anger, he learns that it is okay to express emotions. His parents plan ways to spend more time with him.

Davies, Diane. *Something is Wrong at My House: A Book About Parent's Fighting. Seattle: Parenting Press, 1984. J*
Explores feelings and coping strategies of a young boy who lives in a violent household. May be used with preschool and elementary children to help them recognize negative feelings and channel them positively, as well as directing them to external help.

Giff, Patricia Reilly. *Next Year I'll Be Special.* New York: E.P. Dutton, 1980. CJ or E
Charming presentation of a young girl's perspective on the importance of a positive classroom environment for childhood growth and development.

Hodges, Elizabeth Jamison. *Free as a Frog.* Reading, MA: Addison-Wesley, 1969. CJ or E
Jonnie learns the importance of freedom when the frog he has captured gets sick.

Kalman, Bobbie. *Happy to Be Me.* Toronto: Crabtree Publishing Company, 1985. CJ or E
Celebrates the child's growth and development, as well as the unique attributes which make each child special. Includes a multicultural component.

Kranz, Robert. *Leo the Late Bloomer.* New York: Simon & Schuster, 1977. CJ or E
A tiger cub takes longer than expected to learn to speak, read, and write, but it happens naturally in its own time.

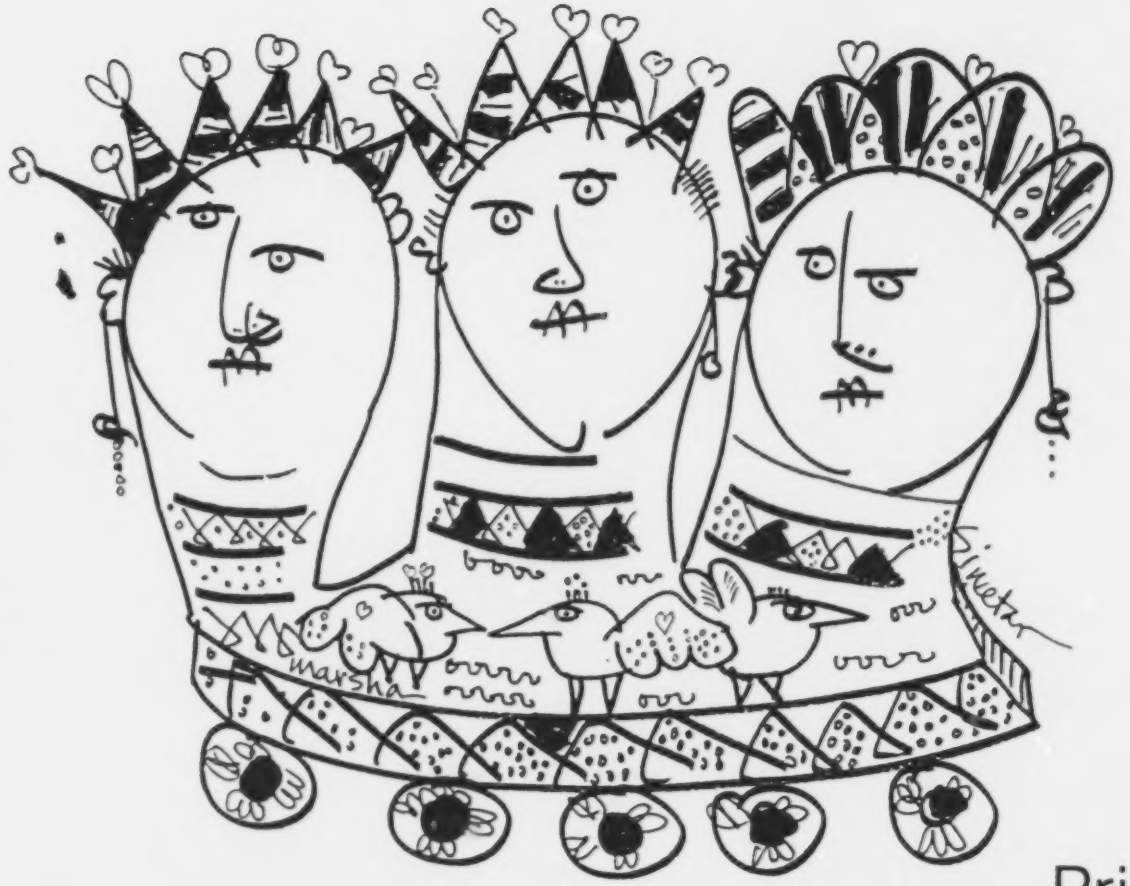
Levine, Ellen. *I Hate English!* New York: Scholastic, 1989. CJ or E
A young Chinese immigrant girl feels alienated in her new surroundings in New York until a new teacher creates a positive, nurturing environment for her.

Silverstein, Shel. *The Giving Tree.* New York: HarperCollins Children's Books, 1964. J
Through the gifts of an apple tree, a young boy comes to understand the meaning of love, generosity, and happiness as he grows older.

Vigna, Judith. *I Wish Daddy Didn't Drink So Much.* Niles, IL: Albert Whitman & Company, 1988. CJ or E
Emphasizes that an alcoholic father is sick and really does love his daughter. She learns that she is not to blame and should allow herself to play and have fun like other children.

Vigna, Judith. *Nobody Wants a Nuclear War.* Niles, IL: Albert Whitman & Company, 1986. CJ or E
A child's fear of nuclear destruction leads her mother to help her make a banner expressing her feelings. She mails a picture of the banner to the president.

Zolotow, Charlotte. *I Like to Be Little.* NY: Harper & Row, 1966, 1987. CJ or E
A little girl describes the special pleasures of a child who is protected and loved.



Principle Three

"Let us each be given a name,
and have a land to call our own."

Principle Three

"Let us each be given a name, and have a land to call our own."

The child shall be entitled to a name and nationality.

Teaching Strategy/Focus (3): To understand the importance of individual identity and the entitlement to a homeland

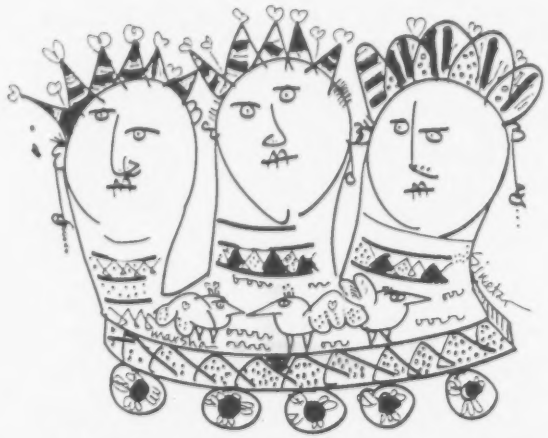
Content Area	Materials	Activities
The Young Child		
• Art • Language Arts	• Writing materials	Encourage the children's ability to recognize their names in print and script. Display names on bulletin board or above coat hooks. Let them identify their own names from card set featuring each child's name. Develop ability to print their own first names.
• Language Arts • Physical Education • Social Science	• Piece of fabric for each child, preferably each of a different color or pattern	Give each child a piece of fabric and have them put it out on the floor as their own space. Build identity over several days by repeatedly using the fabric as a place for them to sit for a quiet activity, such as story time. Using creative movement activities can further enhance this concept.
The Primary Child		
• Art • Language Arts	• Writing materials • Drawing materials	Have children print their full names. They may embellish them by decorating the letters with favorite animals, patterns, sports or in a particular style, such as medieval illumination of initial letters.
• Art	• Writing materials • Colored paper • Scissors	Fold paper and have children write their name along the fold line. Cut out general shapes through both thicknesses, including holes within letter shapes. Mount on colored paper for display and to take home.
• Art	• Drawing supplies, including crayons	Write name in dark colored crayon. Rub over the name, transferring it inversely to another piece of paper. Decorate and display for identity guessing.

Teaching Strategy/Focus (3): To understand the importance of individual identity and the entitlement to a homeland

Content Area	Materials	Activities
• Geography • Language Arts	• Globe and/or maps	Discuss the concept of different countries, identifying them spatially on the globe or maps and relating to boundaries.
• Art • Social Science	• Pictures • Maps • Paper dolls • Yarn	Create and dress paper dolls with ethnic costumes. Using a large world map, place dolls around the border and connect each doll with yarn to the appropriate country.
The Upper Elementary Child		
• Geography • Language Arts • Social Science	• Books and periodicals • Maps	Research derivation of given names and/or surnames, including geographic locations of names. May also identify variants in spelling or pronunciation in different places.
• Geography • Language Arts • Social Science	• Books and periodicals • Maps	Research name practices in different cultures. E.g. Ivan Aleksandrovich = "Ivan, son of Alexander," and Irina Alekseevna = "Irina, daughter of Alexei."
• Language Arts • Social Science	• Writing supplies • Copy machine	Issue passports to "citizens" of home room, requiring visas to go to library, gymnasium, playground. Play out, if possible with other staff, the notion of rights as a citizen and a non-citizen.
• Geography • Language Arts • Social Science	• Current periodicals	Have children locate examples of refugees and use to discuss the loss of one's homeland. Personal histories may also be shared in this context, if a refugee child has the appropriate comfort level.
• Language Arts • Social Science	• Quality photo collection used in 1A	Let the class create a name, attributes, and life story to personalize photos in the collection. Each child may choose a photo, or this may be done as a small group activity with discussion and writing components.

Teaching Strategy/Focus (3): To understand the importance of individual identity and the entitlement to a homeland

Content Area	Materials	Activities
• Art • Language Arts	• Paper • Pencils • Dictionaries	Have each child write his or her name vertically. Find unique and special adjectives for each letter. Adjectives need not describe the child. P-olite E-xasperated T-ense E-xcitable R-ealistic Frame the name with a border. Share place cards with the class.
• Art • Social Science	• Library and resource materials	Draw, color, and display the flags of nations represented in the classroom. Locate countries on a map.
• Art • Social Science	• Felt pens • Fabric	Draw a picture on fabric of an outstanding feature of a country. Sew together and make a quilt for classroom display.



Booklist For Principle Three

Baylor, Byrd. *The Best Town in the World.* New York: Charles Scribner's Sons, 1982. CJ or E
A boy describes a Texas town where his father grew up. A place can be special, unique, and loved.

Bentley, Judith. *Refugees: Search for a Haven.* New York: Messner, 1986. J
Explains how a person becomes a refugee, discusses U.S. refugee policy, and gives case studies of three refugees (from Cambodia, Guatemala, and Ethiopia).

Bryan, Ashley. *Turtle Knows Your Name.* New York: Atheneum, 1989. J
Retelling of a West Indian story about how a boy comes to accept his name.

Bunting, Eve. *How Many Days to America? A Thanksgiving Story.* New York: Clarion Books, 1988. CJ or E
When the soldiers come to their village, two children and their parents feel the need to seek a new country.

Cohen, Barbara. *Molly's Pilgrim.* New York: Lothrop, Lee & Shepard Books, 1983. J
A Jewish girl who fled persecution in her Russian homeland with her family endures teasing for being different. When assigned to make a pilgrim doll, Molly brings a doll that looks like her mother, and the children learn a deeper meaning to the words "pilgrim" and "Thanksgiving."

DePaola, Tomie. *Andy (That's My Name).* Prentice Hall, 1973. CJ or E
Andy's friends play games with his name, which he prizes as his own special possession.

Dr. Seuss, "Too Many Daves" in *The Sneetches and Other Stories.* New York: Random House, 1961. CJ or E
Describes the dilemma of Mrs. McCave who named each of her 23 sons Dave. Short work which effectively and humorously raises issues in the right to a name and an identity.

Engel, Diana. *Josephina Hates Her Name.* New York: Morrow Junior Books, 1989.
After Grandma explains that she named Josephina after Grandma's talented, daring older sister, Josephina starts to appreciate her unusual name.

Heater, Derek. *Refugees.* Vero Beach, FL: Rourke Enterprises, 1989. J
Discusses history and present plight of refugees throughout the world, as well as possible solutions.

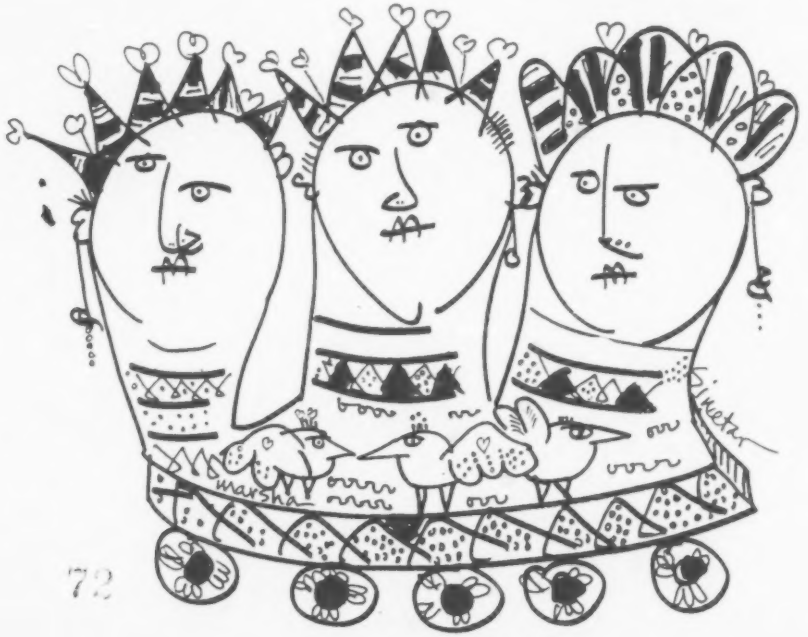
Heide, Florence Perry and Judith Heide Gilliand. *The Day of Ahmed's Secret.* New York : Lothrop, Lee & Shepard Books, 1990. CJ or E
Throughout his work day, Ahmed, an Egyptian boy, excitedly awaits evening when he can share his secret with his family: he has learned to write his name which may now last "longer than the sound of it, maybe even lasting, like the old buildings in the city, a thousand years."

Lee, Mary Price and Richard S. Lee. *Last Names First . . . And Some First Names Too.* Philadelphia: Westminster Press, 1985. J
Discusses first and last names, including naming practices and changes in names.

Nikly, Michelle. *The Emperor's Plum Tree.* New York: Greenwillow Books, 1982. CJ or E
The emperor selfishly takes a plum tree from Musako's garden, but returns it when he realizes it is the home of a nightingale.

Norman, Howard. *Who-Paddled-Backward-With-Trout.* Boston: Little, Brown & Co., 1987. CJ or E
A young Cree Indian boy dislikes the name he is given and sets out to earn one which is just right for him.

Waber, Bernard. *But Names Will Never Hurt Me.* New York: Houghton Mifflin, 1976. CJ or E
A girl named Alison Wonderland is teased but learns that names cannot hurt her if she remembers that her parents named her with love.



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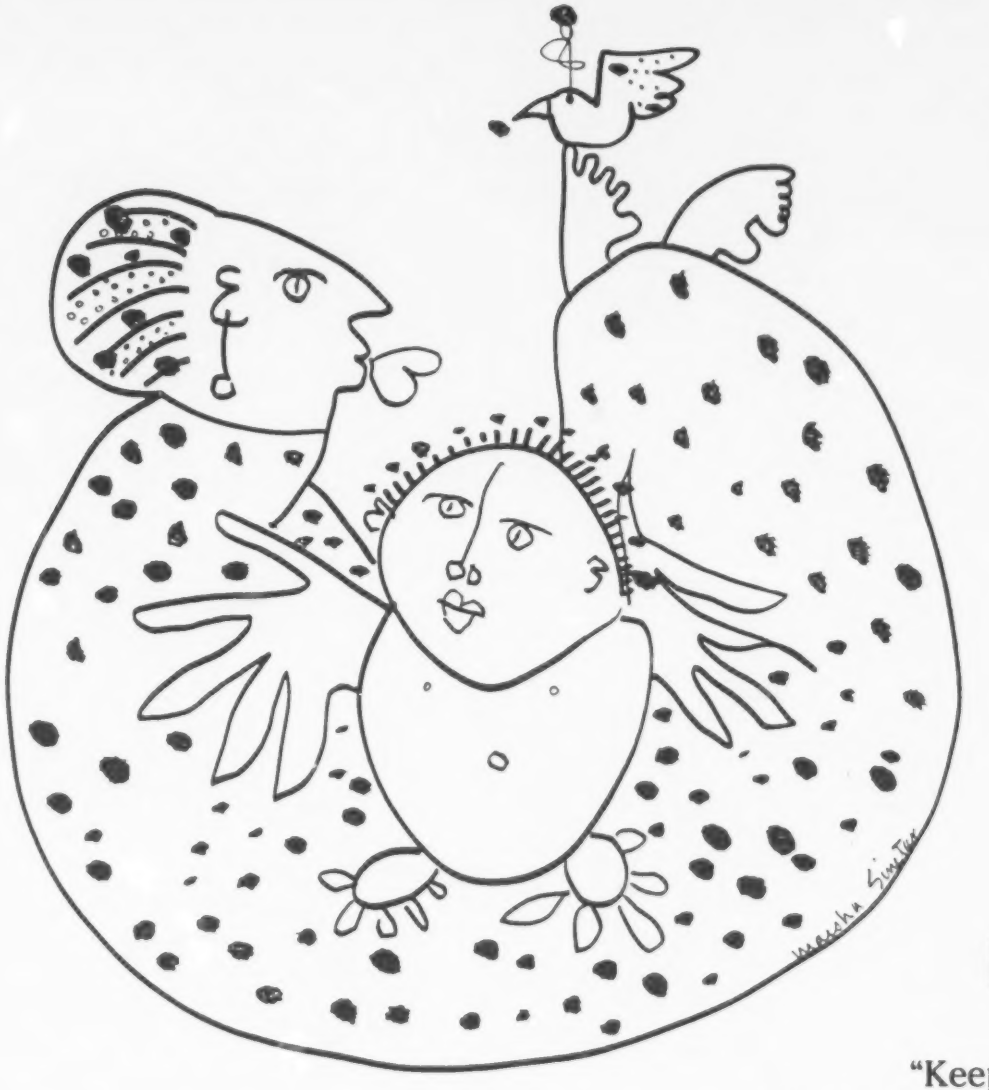


Principle Four

"Keep us warm and sheltered.
Give us food to eat and a place to play.
If we are sick, nurse and comfort us."

Principle Four

"Keep us warm and sheltered. Give us food to eat and a place to play. If we are sick, nurse and comfort us."

The child shall have the right to adequate nutrition, housing, recreational and medical services.

Teaching Strategy/Focus (4): To foster awareness of children's basic needs: shelter, nutrition, health, and recreation

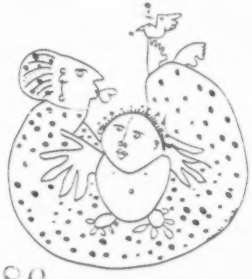
Content Area	Materials	Activities
The Young Child		
• Mathematics • Social Science	• Picture collection of different types of homes • Globe	Sort homes into various categories, such as building materials, single or multi-unit, general geographic location. Discuss in context of the basic human need for shelter.
• Social Science	• Sheets • Blankets • Tarps • Classroom furniture	Let children create, explore, and discuss their own shelters.
• Art • Physical Education /Health	• Butcher paper • Construction paper or magazine pictures of food	Trace children's bodies on heavy butcher paper. Have the children draw on clothing and shoes, placing favorite toys (representing recreation) in the hands. Staple on construction paper "pockets" over the stomachs and have the children put in food they cut from colored paper or from magazine pictures.
• Art • Language Arts • Social Science • Physical Education /Health	• Magazines or catalogs with pictures of food or clothing (representative of various cultures, if possible) • Paper • Glue	Have the children select pictures of different foods/clothing and make into collages. Discuss the importance of food/clothing as a basic need.
• Art • Language Arts • Physical Education/Health • Social Science	• Paper plates • Markers • Magazine pictures of food • Rice • Glue	Give each child a paper plate and have them draw a line dividing it in half. Let them select their favorite foods from the pictures to glue on half the plate; on the other half have them glue on a few grains of rice. Discuss the concept that some children don't get all the food they need.
• Physical Education /Health	• Nurse, doctor or other healthcare worker	Invite a health-care provider into the classroom to talk about their work and services to the children. Encourage the guest to bring objects such as a stethoscope to interest the children.

Teaching Strategy/Focus (4): To foster awareness of children's basic needs: shelter, nutrition, health, and recreation

Content Area	Materials	Activities
The Primary Child		
• Geography • Language Arts • Social Science	• Picture collection of different types of homes • Globe or world map	Sort homes into various categories such as building materials, urban/rural, geographic location, and climate. Discuss in context of basic human need for shelter.
• Art • Social Science	• Drawing supplies • Or clay, shoe boxes/cardboard	Let the children create different types of shelters through drawing or making dioramas.
• Art • Social Science	• Magazines with pictures of food, clothing, toys, dwellings representing a variety of cultures • Paper • Glue	Have the children select pictures representing the basic human needs and make into collages. Discuss these needs and differing ways they may be satisfied.
• Physical Education /Health • Social Science	• Books and periodicals	Explore the concept of the common need for recreation by teaching the children games played in other cultures.
• Language Arts	• Paper and pencils	Group the children into pairs to work out the distinction between needs and wants. Use Venn diagrams to illustrate the overlap of things all children need, such as food and water.
• Art • Language Arts • Physical Education /Health • Social Science	• Paper plates • Markers • Construction paper • Rice • Glue	Give each child a paper plate and have them draw a line dividing it in half. Let them make their favorite foods from construction paper to glue on half the plate; on the other half have them glue on a few grains of rice. Discuss the need for food and the issue of hunger in the local community. This activity may be linked to donations to a food bank.
The Upper Elementary Child		
• Language Arts • Social Science	• Books and periodicals • Writing or drawing materials	Let the children research historical examples of different types of shelters, such as castles and caves. Written and oral reports or drawings may be shared with the class.
• Physical Education /Health	• Books and periodicals • Writing or drawing materials	Let children research and brainstorm requirements for basic survival shelters and emergency preparedness for situations such as getting lost in the woods or an earthquake/flood.

Teaching Strategy/Focus (4): To foster awareness of children's basic needs: shelter, nutrition, health and recreation

Content Area	Materials	Activities
• Language Arts • Physical Education /Health	• Suitcase • Drawing supplies	Pack a suitcase of basic needs by having each child draw a necessity to include. Have them evaluate whether they have covered all the basic needs.
• Art • Geography • Language Arts • Social Science	• Books and periodicals • Drawing and craft supplies	Have the children research shelter, food, clothing and games in different countries. Let them present their findings visually for sharing in a class cultural fair. This can be expanded to a schoolwide event, including family items from other cultures.
• Language Arts	• Paper and pencils	Group the children into teams to work out the distinction between needs and wants. Visualize with a matrix in which the names and common needs of each student are listed.
• Language Arts • Social Science	• Prepared straws or strips of paper • Snack items of three types, such as ice cream bars, crackers, and rice or brown beans • Tray of cookies	Prepare straws of three lengths, or write numbers 1, 2, and 3 on slips of paper for the children to draw lots; 15% should be in group 1, 30% in group 2 and 55% in group 3. Those in group 1 get the most desirable treat, representing the 15% of the world's population who eat what they want; those in group 2 get an adequate treat, representing the 30% of the world's population who have an adequate though non-luxury diet; those in group 3 get only a small amount of either rice or beans, representing the lack of both quantity and quality in the diet of most people in the world. After experiencing and discussing the arbitrary nature of who gets what, pass around a treat for all the children to bring to a positive closure.
• Language Arts • Physical Education /Health • Social Science	(No materials needed)	Have the children research healthcare delivery in a variety of countries, including the role of international organizations.



Booklist For Principle Four

Alexander, Lloyd. *The King's Fountain.* New York: E.P. Dutton, 1971. CJ or E
When the king decides to build a fountain that would stop the flow of water to an entire city, a simple peasant goes to the king and tells him that poor people need water as much as a king in order to live. He changes the king's mind and saves the city.

Anholt, Catherine. *Truffles Is Sick.* Boston: Little Brown and Company, 1987. CJ or E
The family and doctor of Truffles the pig care for him while he is sick. For very young children.

Arnold, Caroline. *Who Keeps Us Healthy?* New York: Franklin Watts, 1982. CJ or E
Introduces healthcare workers and explains their roles in public health. Photographs.

Aska, Warabe. *Who Goes to the Park.* Toronto: Tundra Books, 1984. CJ or E
A celebration of High Park, Toronto, and the people who use it.

Bergman, Thomas. *One Day at a Time: Children Living with Leukemia.* Milwaukee: Gareth Stevens, 1989.
Photographic depiction of children with leukemia and their caregivers.

Berry, Joy. *Teach Me About the Doctor.* Chicago: Children's Press, 1988. CJ or E
Explains to very young children the role of the doctor in maintaining good health.

Bunting, Eve. *Fly Away Home.* New York: Clarion Books, 1991. CJ or E
Gentle story suitable for primary and upper elementary children of a homeless boy who lives in an airport with his father, moving from terminal to terminal to avoid being noticed. He is given hope of a better life when he sees a trapped bird find its freedom.

Butterworth, Nick. *One Snowy Night.* Boston: Little Brown and Company, 1989.
On a cold, snowy night, a park keeper discovers that the park animals need shelter as well as food.

Dooley, Norah. *Everybody Cooks Rice.* Minneapolis: Carolrhoda Books, 1991. CJ or E
A girl visits ethnically diverse homes in her neighborhood and discovers different ways a basic food is prepared.

Dorros, Arthur. *This is My House.* New York: Scholastic, 1992. CJ or E
Words and illustrations depict different types of homes lived in by children all over the world. The phrase "This is my house" appears in the appropriate language with each house type in addition to descriptive text in English.

Gibbons, Gail. *How a House Is Built.* New York: Holiday House, 1990. CJ or E
Illustrates many different types of houses and describes the process of planning and building a house.

Harper, Anita. *How We Live.* New York: Harper & Row, 1977. CJ or E
People live in all kinds of houses and families, but "some people have nowhere to live even though many houses remain empty."

James, Alan. *Homes in Cold Places.* Minneapolis: Lerner Publications Company, 1989. J
Describes variety of homes in cold climates, including design, construction and cultures of people who live in them.

Lankford, Mary D. *Hopscotch Around the World.* New York: Morrow Junior Books, 1992. CJ or E
Directions for variants of hopscotch as played in 16 different countries illustrate the universality of children's need for recreation.

Morris, Ann. *Bread, Bread, Bread.* New York: Lothrop, Lee & Shepard Books, 1989. CJ or E
Highly recommended book which illustrates the need for basic food. Photographs by Ken Heyman show people all over the world eating different kinds of bread.

Naidoo, Beverley. *Journey to Jo-burg.* New York: J.B. Lippincott, 1985. J
When baby sister falls ill, Naledi and Tiro need their mother's help. But mother works in Johannesburg as a maid—somehow they must get there and find her. The children experience the injustice and poverty of black South Africans: pertinent topics are adequate medical care, shelter, nutrition, and the right to be treated as a human being.

Putnam, Polly. *The Mystery of Sara Bath.* Chicago: Follett Publishing Company, 1981. CJ or E
Becky solves the mystery of the new girl's behavior by discovering that there are actually twin sisters who take turns coming to school: they must share the same few clothes.

Rockwell, Anne and Harlow Rockwell. *The Emergency Room.* New York: McMillan, 1985. CJ or E
Explores the equipment and procedures of a hospital emergency room through the eyes of a child being treated for a sprained ankle.

Rockwell, Harlow. *My Doctor.* New York: McMillan, 1973. CJ or E
A boy describes a visit to the doctor, the doctor's equipment, and its uses.

Rogers, Fred. *Going to the Hospital.* New York: G.P. Putnam's Sons, 1988. CJ or E
Sensitive explanation of the care children receive in a hospital.

Root, Phyllis. *Soup for Supper.* Harper & Row, 1986. CJ or E
A wee small woman catches a giant taking vegetables from her garden and discovers they both need food and friendship. Includes song.

Ryan, DyAnne Di Salvo. *Uncle Willie and the Soup Kitchen.* New York: Morrow Junior Books, 1991. CJ or E
A young boy learns about a soup kitchen by spending the day with his Uncle Willie, who works preparing and serving food to the hungry.

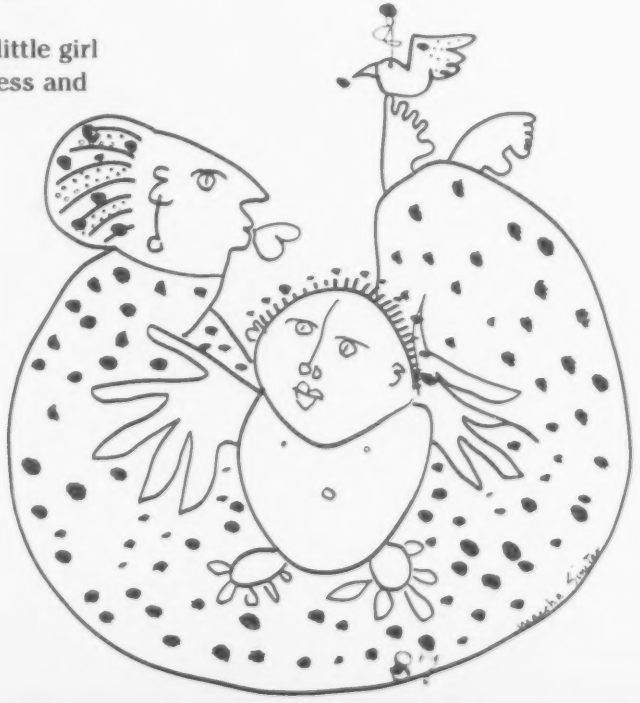
Soya, Kiyoshi. *A House of Leaves.* New York: Philomel Books, 1986. CJ or E
When rain begins to fall, little Sarah finds a house of leaves and discovers that all kinds of creatures need shelter.

Spangler, Ruth. *Mandy's House; The Story of a Homeless Family Who Finds a New Place to Live.* Louisville, KY: Society of St. Vincent de Paul, 1990. CJ or E
The loss of their mother's job causes Mandy and her brother to move successively from their apartment to a house shared with relatives, to an old school bus, and to a family shelter before again getting an apartment of their own.

Steig William. *Brave Irene.* New York: Farrar, Straus & Giroux, 1986. CJ or E
When Irene's seamstress mother falls ill, the little girl braves a dreadful storm to deliver a party dress and celebrates warmth, shelter, food and health.

Zemach, Margo. *It Could Always Be Worse: A Yiddish Folk Tale Retold.* New York: Farrar, Straus and Giroux, 1976. CJ or E
A poor farmer learns to appreciate the one-room hut he lives in with his family.

Ziefert, Harriet. *A New Coat for Anna.* New York: Knopf, 1986. CJ or E
Though they have no money, Anna's mother finds a way to make Anna a warm coat.



Principle Five

"If we are handicapped
in body or mind,
treasure us even more
and meet our special needs."

Principle Five

"If we are handicapped in body or mind, treasure us even more and meet our special needs."

The child who is physically, mentally, or socially handicapped shall be given special treatment, education, and care.

Teaching Strategy/Focus (5): To recognize the unique needs of children with disabilities

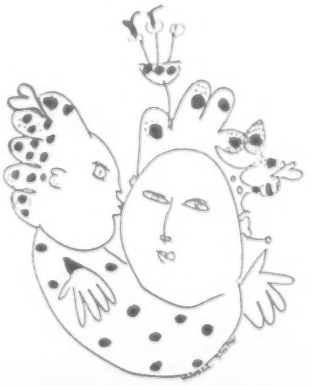
Content Area	Materials	Activities
The Young Child		
• Music • Social Science	• A person fluent with manual communication • Sing and sign book	Teach simple song with signs to the children, explaining the reason for signing.
• Physical Education /Health • Social Science	• Wheelchair, preferably child-size (These are available in many school offices, associations for people with disabilities or hospital rental shops)	Let the children explore a wheelchair, experiencing how to move it and what it can do. Talk about reasons a child might need a wheelchair.
• Social Science	• Letters made of sandpaper • Sample of Braille material (available from state association for the blind, if not in local library) • Cloth for blindfold	Gently blindfold children and let them feel familiar letters you have cut from sandpaper. Can they identify the letters by touch? Show Braille sample and discuss.
• Art • Social Science	• Drawing or craft supplies (optional)	Brainstorm inventions that would be useful to children who have visual or hearing disabilities. Draw or make the invention.
• Social Science	Varies with simulation. These examples require: • TV • Frames of glasses without lenses but with a variety of limitations, such as one opening covered with black paper or placed paper on the sides to block peripheral vision.	Simulate activities such as watching a familiar TV program with no sound or performing familiar tasks while wearing "glasses" which replicate limited vision in various ways. (Be very sure your adaptations are safe for the children.)
The Primary Child		
• Music • Social Science	• A person fluent with manual communication • Sign chart or book	Teach the alphabet and simple phrases in sign to the children, explaining the use of signing.

Teaching Strategy/Focus (5): To recognize the unique needs of children with disabilities

Content Area	Materials	Activities
• Social Science	• Wheelchair, preferably child-size. (These are available in many school offices, associations for people with disabilities and hospital rental shops)	Let the children explore the uses and limitation of the wheelchair, focusing on the concept of accessibility for the handicapped child.
• Physical Education /Health • Social Science	• Braille alphabet • Brailler and person to demonstrate it (These may be available in school offices or local resource centers; associations for people with disabilities and state associations for the blind are other sources) *Or* • Tracing paper • Embossing paper	Introduce Braille by letting the children produce their own names in it. Trace letters in name. Flip tracing paper over so letters appear backwards. Lay backwards appearing letters on back of embossing paper and push against dots with a pen.
• Health • Social Science	• No special materials required Varies with simulation. These samples require writing materials.	Observe and discuss inventions, such as hearing aids, canes, and braces, which help children with disabilities. Include animals that are trained to help people with disabilities.
• Health • Social Science	• Objects such as stones or flowers • Drawing materials • No special materials required	Simulate activities such as writing with the non-dominant hand, feeling an object and then attempting to draw it while blindfolded and speech reading (also called lip reading, in which the teacher "speaks" voicelessly to the children, who attempt to decode the lip movements).
• Language Arts • Social Science	• Current newspaper story or TV news clips showing Special Olympics (local event, if possible)	Let each child write a letter of encouragement and congratulations to a child who has participated in a Special Olympics event.
The Upper Elementary Child		
• Health • Social Science	• Sign book	Teach emergency international signs, such as "I am sick," "I need the police."

Teaching Strategy/Focus (5): To recognize the unique needs of children with disabilities

Content Area	Materials	Activities
• Language Arts • Social Science	• Writing materials (graph paper optional)	Discuss the concept of accessibility and then have the children work in groups to map the school building for wheelchair accessibility. This activity may also be done on a field trip.
• Language Arts • Social Science	• Books and periodicals	Research the history and use of Braille, exploring the corollaries to Braille available to people with visual disabilities in countries which use different alphabets. How and why is the number of people who use Braille changing?
• Language Arts • Social Science	• Books and periodicals	Research current and future inventions for children with disabilities, such as laser canes.
• Language Arts • Social Science	• Books dealing with the specially challenged	Introduce students to list of books about the specially challenged. Have each child select one to analyze for points such as whether the author has used sentimentality or sensationalism, the disability has become more important than the character, or the plot is dominated by "overcoming" the disability.
• Language Arts • Social Science	• Blank audio tapes • Talking Books	Contact school office or association for people with disabilities to learn reading needs of children with visual disabilities in the community. Encourage the class to each record a reading. Let children appreciate the experience of listening to Talking Books.
• Geography • Language Arts • Physical Education/Health • Social Science	• Books and periodicals	Introduce children to the Special Olympics by letting them research their origin and geographic spread. Then involve children as aides in a local Special Olympics event.



Booklist For Principle Five

Ancona, George and Mary Beth Ancona. *Handtalk Zoo.* New York: Four Winds Press, 1989.
A group of children visit a zoo, signing and fingerspelling animal names and basic vocabulary. Colorful, fun introduction to language of people with hearing disabilities.

Aseltine, Lorraine. *I'm Deaf and It's Okay.* Niles, IL: Albert Whitman & Company, 1986. CJ or E
A young boy describes the feelings he has about his deafness.

Bahan, Ben and Joe Dannis. *Signs for Me: Basic Sign Vocabulary for Children.* Berkeley: Dawn Sign Press, 1990. CJ or E
Basic vocabulary for preschool and elementary school children in sign language.

Bergman, Thomas. *Finding a Common Language: Children Living with Deafness.* Milwaukee: Gareth Stevens, 1989. J
Follows daily activities of a Swedish girl who is deaf. Photographs, glossary, suggested activities for the classroom.

Bergman, Thomas. *On Our Own Terms: Children Living with Physical Disabilities.* Milwaukee: Gareth Stevens, 1989. J
Sensitive descriptions of children with spina bifida, cerebral palsy, brain damage, and other congenital disabilities, as well as a girl injured in a car accident. Photographs illustrate their special relationships with therapists and both their problems and successes. Glossary, question/answer section, and suggested classroom activities.

Bergman, Thomas. *Seeing in Special Ways: Children Living with Blindness.* Milwaukee: Gareth Stevens, 1989. J
Photographs and interviews with blind and partially sighted children in Sweden reveal their feelings about their disabilities and the ways they use other senses. Glossary, suggested activities.

Bergman, Thomas. *We Laugh, We Love, We Cry: Children Living with Mental Retardation.* Milwaukee: Gareth Stevens, 1989. J
Sensitive photographs illustrate the lives, joys, and sorrows of two Swedish sisters with mental disabilities, their parents, therapists, and teachers. Glossary, question/answer section, and suggested activities.

Carlson, Nancy. *Arnie and the New Kid.* New York: Viking, 1990. CJ or E
As a result of his broken leg, Arnie learns to empathize and be friends with "the new kid" who uses a wheelchair.

Gehret, Jeanne. *The Don't-Give-Up Kid and Learning Difficulties.* Fairport, New York: Verbal Images Press, 1990.
Alex becomes aware of his different learning style, but is inspired to continue trying when he realizes his hero Thomas Edison had similar problems.

Keats, Ezra Jack. *Apt. 3.* New York: Macmillan, 1971. CJ or E
Two brothers hear the music of a blind harmonica player in the next apartment and are surprised to discover how much he knows about them from listening.

Sullivan, Mary Beth and Linda Bourke. *A Show of Hands: Say It in Sign Language.* Reading, MA: Addison & Wesley, 1980. J
Over 150 signs depicted in friendly illustrations, along with an appreciation of the needs of people with hearing disabilities.

Principle Six

**"Let us grow up in a family.
If we cannot be cared for by our own family,
take us in and love us just the same."**

Principle Six

"Let us grow up in a family. If we cannot be cared for by our own family, take us in and love us just the same."

Wherever possible, the child should grow up with its parents. Society and public authorities have the duty to extend special care to children without a family and means of support.

Teaching Strategy/Focus (6): To understand that every child is entitled to love and care by parents, family, or society

Content Area	Materials	Activities
The Young Child		
• Social Science	(This is a circle activity)	Approach the concept of entitlement to love and care by sharing in a circle "Who makes you feel good? What do you do together?"
• Social Science	• Quality photo collection of children from around the world, including some of children and adults together, used in 1A	Use the pictures to identify those which reflect love and nurturing of a child.
• Social Science	• Drawing materials	Encourage the children to draw pictures of individuals whom they love. Talk about the diversity and similarity in their choices.
• Social Science	• Rocks of various sizes, shapes and colors	Let each child select several rocks to represent a family and enact events in the rock family. (Note selection of neutral material, giving children freedom to assign family memberships and relationships.)
The Primary Child		
• Art • Social Science	• Heavy construction paper • Markers • Scissors • String or wire	Encourage children to think of things and people which constitute "elements of love," then transfer these ideas onto construction paper for hanging from a mobile.
• Social Science	• Quality photo collection of children from around the world, including some of children and adults together, used in 1A	Use the pictures to identify signs of adults loving and nurturing children. Discuss similarities and differences among the people depicted.

Teaching Strategy/Focus (6): To understand that every child is entitled to love and care by parents, family, or society

Content Area	Materials	Activities
• Art • Social Science	• Drawing materials	Let children draw pictures of individuals whom they love, sharing with the class things they like to do with their special people.
• Social Science	• No special materials required	Brainstorm the family days, such as Mother's Day, Father's Day, Grandparents' Day, and ideas for other days to celebrate special people and relationships.
The Upper Elementary Child		
• Social Science	• Colored craft wire or colored pipe cleaners	Have the children identify "elements of love," then discuss ways love is demonstrated, including caregiving and discipline.
• Social Science	• Quality photo collection of children from around the world, including some of children and adults together, used in 1A	Use the pictures to identify signs of adults loving and nurturing children. Discuss similarities and differences among the people depicted.
• Art • Social Science	• Writing and/or drawing materials	Have the children observe examples of loving and non-loving behavior in public places such as grocery stores, libraries, and parks. Record observations and compare conclusions.
• Language Arts • Social Science	• Books and periodicals	Research the special days celebrating family relationships, such as Mother's Day, children's days, and memorial days in various countries.
• Language Arts • Social Science	• Books and periodicals	Research family structure in different cultures.
• Social Science	• Doll or egg	Use the doll or egg as the "baby." The student is responsible for a one week period for the caring, loving, and the well-being of that object. The child will experience the effort it takes to "rear" this object.

Booklist For Principle Six

Adoff, Arnold. *Black Is Brown Is Tan.* New York: Harper & Row, 1973. CJ or E
Child of a black mother and white father celebrates the beauty of dark and light in the world and internally. Describes daily activities, showing a happy, loving family which happens to be racially mixed.

Banish, Rosilyn. *A Forever Family.* New York: HarperTrophy, 1992. J
An eight-year-old girl describes her adoption after four years as a foster child in may different families, including one which she loves and continues to visit. Includes her feelings, the roles of social workers and extended family members, questions she has about her biological parents, and her similarities to other children.

Berry, Joy. *Teach Me About Mommies and Daddies.* Chicago: Children's Press, 1987. CJ or E
Describes to very young children the role that parents play in caring for them, loving them and keeping them safe.

Carlson, Nancy. *The Perfect Family.* New York: Puffin, 1985. CJ or E
Louanne Pig learns that "the perfect family" comes in various sizes and types.

Drescher, Joan E. *Your Family, My Family.* New York: Walker and Company, 1980. CJ or E
Describes various kinds of families for the young child with the theme that "people in a family care for one another."

Fisher, Iris. *Katie-Bo, An Adoption Story.* New York: Adama Books, 1987. CJ or E
An older brother talks about his feelings as his American family adopts a Korean baby girl.

Friedman, Ina R. *How My Parents Learned to Eat.* Boston: Houghton Mifflin, 1984. CJ or E
A girl tells how her Japanese mother and Anglo-American father met in Japan and learned to eat with silverware and chopsticks, respectively. Illustrates the sharing of different cultures and customs within a family.

Greenfield, Eloise. *Night on Neighborhood Street.* New York: Dial Books for Young Readers, 1991. J
A collection of poems explores the sounds, sights, and emotions of family life in an Afro-American neighborhood.

Helmering, Doris Wild. *I Have Two Families.* Nashville: Abingdon Press, 1981. CJ or E
Patty describes her feelings about her parent's divorce and its affect on her brother and herself.

Hess, Edith. *Peter and Susie Find a Family.* Nashville: Abingdon Press, 1984. CJ or E
Sensitive explanation of adoption through the experience of a Swiss family. Emphasizes the good fortune both of the adoptive family and the child.

Hest, Amy. *Where in the World Is the Perfect Family?* New York: Clarion Books, 1989. J
Cornie learns to accept her parents' divorce and her father's new wife and baby.

Isadora, Rachel. *At the Crossroads.* New York: Greenwillow Books, 1991. CJ or E
Black South African children gather at the crossroads to welcome home their fathers who work in the mines and must be away for many months at a time. Illustrates the persistence of family bonds despite forced separation.

Jenness, Aylette. *Families: A Celebration of Diversity, Commitment, and Love.* Boston: Houghton Mifflin, 1990. J
Photographs and text depict the lives of 17 families, illustrating the traditional nuclear family, the extended family, divorced and blended families, adoptive and foster families, gay parents, and communal families.

MacLachlan, Patricia. *Mama One, Mama Two.* New York: Harper & Row, 1982. CJ or E
A young girl lives with a foster mother while her own mother is recovering from mental illness.

Morris, Ann. *Loving.* New York: Lothrop, Lee & Shepard Books, 1990. CJ or E
Highly recommended book which illustrates the love and care which parents and older siblings demonstrate for children. Photographs by Ken Heyman show children of many cultures and countries.

Munsch, Robert. *Love You Forever.* Willowdale, Ontario: Firefly Books, 1986. CJ or E
Tells of the enduring love between parents and children, showing the need for nurturing of young and old.

Polacco, Patricia. *The Keeping Quilt.* New York: Simon & Schuster, 1988. CJ or E
A handmade quilt passed from mother to daughter for four generations of an immigrant Russian Jewish family symbolizes their love and family bonds.

Silman, Roberta. *Somebody Else's Child.* New York: Frederick Warne, 1976. J
Ten-year-old Peter and the older man who is his friend both come to understand the special bond between parents and their adopted children.

Simon, Nora. *All Kinds of Families.* Chicago: Whitman, 1976. CJ or E
Depicts different kinds of families, including nuclear, extended, single parent, blended, adoptive and foster.

Stanek, Muriel. *My Little Foster Sister.* Chicago: Albert Whitman & Company, 1981. CJ or E
A girl first rejects and then comes to protect and love her younger foster sister.

Stinson, Kathy. *Mom and Dad Don't Live Together Any More.* Toronto: Annick Press Ltd., 1984. CJ or E
Expresses the continuing love of both divorced parents for their children.

Thomas, Marlo and Friends. *Free to Be . . . A Family; A Book About All Kinds of Belonging.* New York: Bantam Books, 1987. J
A collection of stories, poems, and songs by a variety of well-known writers, entertainers, and artists on the diversity of families and family relationships. Emphasizes that love and nurturing are the commonalities which hold families together.

Principle Seven

"Teach us well,
so that we may lead
happy and productive lives.
But let us play, so that
we may teach ourselves."

Principle Seven

"Teach us well, so that we may lead happy and productive lives. But let us play, so that we may teach ourselves."

The child is entitled to free and compulsory education. The child shall have the opportunity for play and recreation.

Teaching Strategy/Focus (7): To understand the child's right to education through play, exploration, and instruction

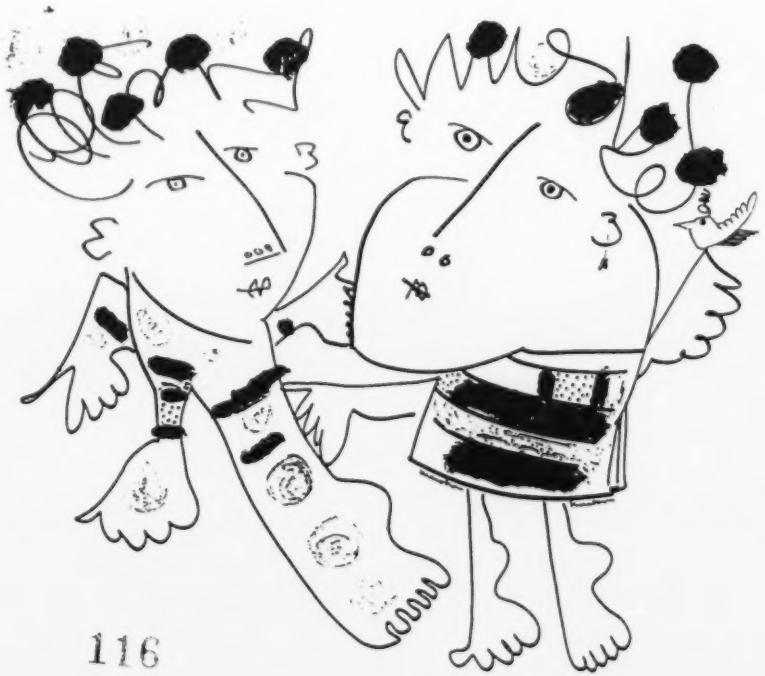
Content Area	Materials	Activities
The Young Child		
• Social Science	(This is a circle activity)	Let the children identify through discussion how they learned basic skills (jumping, running, singing, table manners).
• Mathematics • Science	• Sand table or water table • Magnifying glass and natural objects, such as pine cones or flowers	Let the children explore physical properties of the material, discussing how they learned about these properties; similar activity may be done with magnifying glass and natural objects, allowing children to explore the pine cone or flower.
• Mathematics • Science	• Combination lock	Explain the principle of the lock and let the child try to open it by experimenting. Then reveal the combination and instruct the child in opening the lock.
The Primary Child		
• Social Science	• No special materials required	Have the children identify the many teachers in their lives by asking them to name who taught them a variety of skills, such as walking, eating with silverware or chopsticks, riding a bicycle, reading. Be sure they identify themselves and their peers as well as classroom teachers and other adults.
• Language Arts (Art, Mathematics, Music, Physical Education, Science, depending on topics selected)	• Books, periodicals • Human resources • Natural objects	Create inquiry groups in which the children select a topic to learn about and a strategy for learning. They then conduct the research or exploration and present what they learned to the class.

Teaching Strategy/Focus (7): To understand the child's right to education through play, exploration, and instruction

Content Area	Materials	Activities
• Social Science	• Unusual item, perhaps from another time or culture, such as wool cards, darning kit, nutmeg grater, mangle	Encourage children to explore the item and its possible uses verbally. Provide instruction in its use, pointing out the importance of instruction and exploration in learning.
• Language Arts • Science	• No special materials required	Establish a system of peer mentoring, in which the children come to recognize their own roles as teachers and that of their classmates.
• Social Science	• No special materials required	Brainstorm the many ways a person uses the ability to read, exploring the limitations faced by one who cannot read. This may also be done with other subjects, such as mathematics, science, art, or physical education.
The Upper Elementary Child		
• Language Arts • Social Science	• Chalkboard or writing materials	Make mind maps of places where children have learned, grouping a skill or subject learned with its educational setting (e.g., things learned at the library, with friends, in the community.)
• Language Arts (Art, Mathematics, Music, Physical Education, Science, depending on topics selected)	• Books, periodicals • Human resources	Create expert groups in which the children research a topic (assigned or self-selected), design a strategy for teaching it to the class, and then actually teach it.
• Language Arts • Science	• Unusual item, perhaps from another time or culture such as wool cards, darning kit, nutmeg grater, mangle • Writing materials	Encourage the children to explore the item and its possible uses verbally and in essays. Then provide instruction in its use, pointing out the importance of instruction and exploration in learning.
• Social Science	• No special materials required	Brainstorm with the class skills and subjects which they can teach to others.

Teaching Strategy/Focus (7): To understand the child's right to education through play, exploration, and instruction

Content Area	Materials	Activities
• Physical Education • Social Science	• New game without instructions • Menus in foreign language	Pass out a game without instructions, or foreign language menus, asking the children to play the game or order lunch. Use to illustrate the importance of instruction/exploration.
• Geography • Language Arts • Social Science	• Books and periodicals	Research different types of schools, including school systems in other countries, home schooling, schooling for homeless children.



Booklist For Principle Seven

Arnold, Caroline. *Where Do You Go to School?* New York: Franklin Watts, 1982. CJ or E
Discusses different types of American schools and the importance of education. Photographs.

Baer, Edith. *This Is the Way We Go To School; A Book about Children Around the World.* New York: Scholastic, 1990. CJ or E
Suggests the importance of education through describing many different ways that children around the world get to school.

Baylor, Byrd. *Guess Who My Favorite Person Is.* New York: Macmillan, 1977, 1985.
A small girl and a young man play the game of naming their favorite things in a way which makes ordinary things special.

Bunting, Eve. *The Wednesday Surprise.* New York: Clarion Books, 1989. CJ or E
On Wednesday evening when Grandma comes to stay with Anna, she always brings a big bag of books. Everyone thinks she is reading to Anna. The surprise is that Anna is teaching Grandma to read because she did not have the chance to learn as a child.

Cohen, Miriam. *When Will I Read?* New York: Greenwillow Books, 1977. CJ or E
Depicts the anticipation and joy of learning to read.

Harler, Anne. *Sarah's Great Idea.* Worthington, Ohio: Willowisp Press, 1987. J
When Sarah's grandfather comes to live with her, she gradually realizes he cannot read, how that limits him, and how he feels about his illiteracy.

Heide, Florence Perry and Judith Heide Gilliand. *The Day of Ahmed's Secret.* New York: Lothrop, Lee & Shepard Books, 1990. CJ or E
Throughout his work day, Ahmed, an Egyptian boy, excitedly awaits evening when he can share his secret with his family: he has learned to write his name.

Levinson, Nancy Smiler. *Clara and The Bookwagon.* New York: Harper & Row, 1988. CJ or E
While Clara works hard on the family farm, she dreams of learning to read. Her wish comes true when a horse-drawn bookwagon visits with America's first traveling library.

Rockwell, Harlow. *My Nursery School.* New York: Greenwillow Books, 1976. CJ or E
A young girl describes what she learns in nursery school.

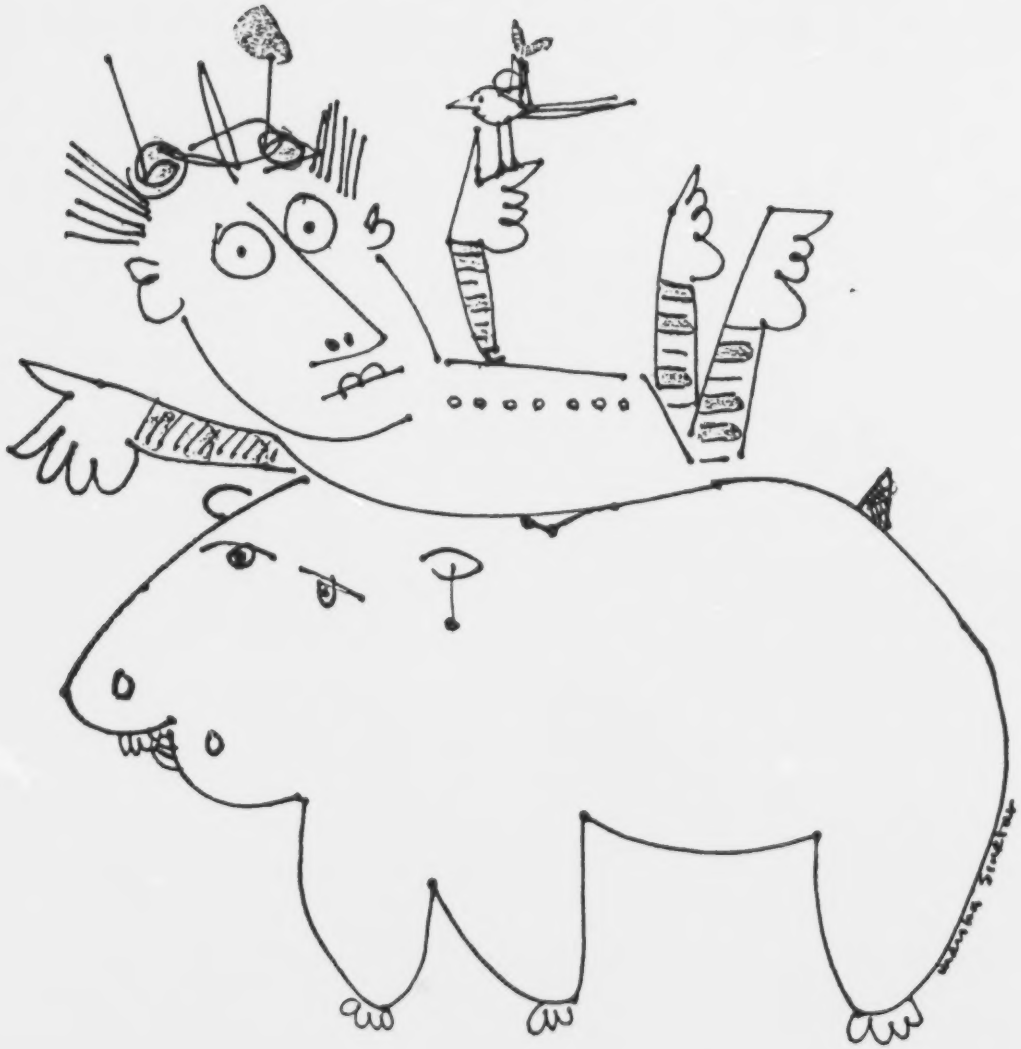
Tomkins, Jasper. *My Secret Sunrise.* San Diego: Green Tiger Press, 1989. CJ or E
A young boy feels that, in observing nature and watching the sunrise on his own, the day belongs to him.

Ward, Leila. *I Am Eyes: Ni Macho.* New York: Scholastic, 1978. CJ or E

A small Kenyan girl learns by observing the world around her.

Yashima, Taro. *Crow Boy.* New York: Puffin Books, 1976. CJ or E

One small boy in the Japanese village school is not appreciated until a new teacher discovers the different talents he has. Illustrates various ways of learning.



Principle Eight

**"In times of trouble,
help us among the first.
The future of the world depends on us."**

Principle Eight

"In times of trouble, help us among the first. The future of the world depends on us."

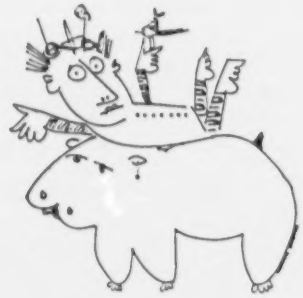
The child shall always be among the first to receive protection and relief.

Teaching Strategy/Focus (8): To give a sense of security through recognizing the priority of protecting children in times of trouble

Content Area	Materials	Activities
The Young Child		
• Health/Safety • Physical Education • Social Science	(This is a circle activity. It may involve community helpers, if available)	Talk about special efforts of firefighters, police, and religious leaders in helping children first. For example, fire departments may make available special stickers to denote children's bedroom windows in case of fire. Police departments may maintain "teddy bear banks" for the comfort of child accident victims.
• Health/Safety • Physical Education • Social Science	(This is a circle activity and emergency drill)	Discuss the role of teachers and family members in protecting children in emergencies, such as fires, earthquakes, or floods. Practice the actual steps to take in these emergencies. A fire drill can demonstrate that the teacher leaves the building last, after all the children are safely accounted for.
The Primary Child		
• Health/Safety • Physical Education • Social Science	• Representative community helpers, drawn from firefighters, police, religious leaders, ambulance personnel, Red Cross, Salvation Army, travelers aid, military (civil defense function)	Utilize community helpers as guest speakers to illustrate the variety of resources available to help protect children in problems of various types.
• Social Science	• Recording of emergency warning signals	Discuss the role of teachers, family members, and neighbors in protecting children in emergencies, such as fire, earthquakes, floods, tornadoes, or blizzards. Act out emergency preparation, including warning signals and the need to help younger children.

Teaching Strategy/Focus (8): To give a sense of security through recognizing the priority of protecting children in times of trouble

Content Area	Materials	Activities
• Language Arts • Social Science	• Current magazines and newspapers, at home or school	Let the class make a bulletin board of current local, state, or national events reflecting the protection of children in times of trouble.
The Upper Elementary Child		
• Geography • Language Arts • Social Science	• Books and periodicals	Extend the concept of "community helpers" to international and global levels through research on individuals and organizations which protect children in "times of trouble." Examples may include Red Cross/Red Crescent, United Nations agencies, military in civil defense functions, church relief agencies.
• History • Language Arts • Social Science	• Books and periodicals	Let the class research historical examples of protecting children in times of trouble, such as the removal of English children to the countryside during the London Blitz.
• Language Arts • Social Science	• Current magazines and newspapers, at home or school	Let the class make a bulletin board of current events reflecting the protection of children in times of trouble, with emphasis on a global level.



Booklist For Principle Eight

Arnold, Caroline. *Who Keeps Us Safe?* New York: Franklin Watts, 1982. CJ or E
General discussion of police, firefighters, and other emergency personnel. Photographs.

Blos, Joan W. *The Heroine of the Titanic; A Tale Both True and Otherwise of the Life of Molly Brown.* New York: Morrow Junior Books, 1991. J
Included in the many adventures of Molly Brown is a depiction of her role in helping save other women and children in a lifeboat of the *Titanic.*

Branley, Franklyn. *Earthquakes.* New York: Thomas Y. Crowell, 1990. CJ or E
Explains why earthquakes happen, what the dangers are, and appropriate safety measures, including the role of the teacher in a classroom.

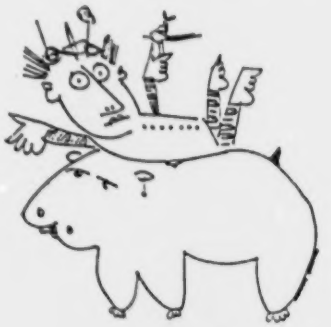
Bunting, Eve. *How Many Days to America? A Thanksgiving Story.* New York: Clarion Books, 1988. CJ or E
When the soldiers come to their village, a boy and girl are protected by their parents and taken across the sea to safety.

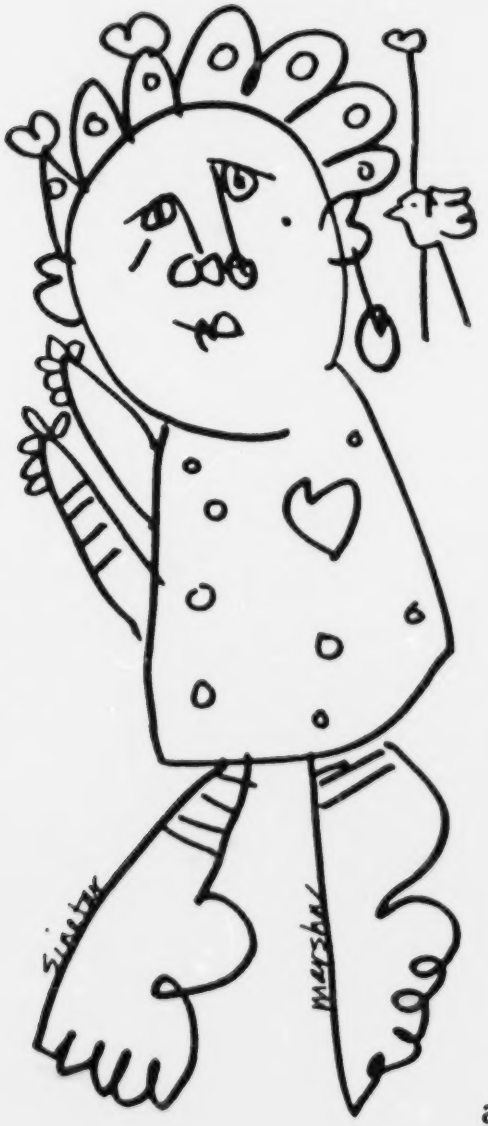
Langley, Andrew. *Great Disasters.* New York: Franklin Watts, 1986. J
Discusses various types of disasters, making distinctions between natural disasters and human mistakes. Little attention to children in disasters, which teacher will need to add in discussion.

Standiford, Natalie. *The Bravest Dog Ever; The True Story of Balto.* New York: Random House, 1989. CJ of E
Townspeople confronted with a blizzard develop a creative way to get medicine to save children in 1925 diphtheria epidemic in Nome, Alaska.

Stein, R. Conrad. *The Story of the Johnstown Flood.* Chicago: Childrens Press, 1984. J
Describes devastating flood which hit Johnstown, Pennsylvania in 1889 and its impact on ordinary people, including children. Useful for discussion with older elementary children.

Weinstein, Frida Scheps. *A Hidden Childhood; A Jewish Girl's Sanctuary in a French Convent, 1942–1945.* New York: Hill and Wang, 1985. J
A first person account told from a child's perspective of being protected by nuns during World War II.





Principle Nine

"Protect us from cruelty and from those who would use us badly."

Principle Nine

"Protect us from cruelty and from those who would use us badly."

The child shall be protected against all forms of neglect, cruelty, and exploitation. Child labor shall not be allowed.

Teaching Strategy/Focus (9): To empower the child to recognize mistreatment and to seek protection

Content Area	Materials	Activities
The Young Child		
• Social Science	(This is a circle activity)	Identify with the children the concept of "protectors," including teachers, neighbors, and police.
• Health/Safety • Physical Education • Social Science	(This is a circle activity)	Let the children name whom they would tell if someone were trying to hurt them. Include consideration of various kinds of harm.
• Drama • Health/Safety • Physical Education • Social Science	• Real or play telephones	Roleplay the use of the 911 emergency number in as realistic a fashion as possible. Utilize actual school phone system or place the respondent behind a partition so the child learns to deal with just a "voice on the phone." If 911 is not available, roleplay the alternative emergencies procedures.
The Primary Child		
• Social Science	• Representative "protectors," such as school nurse, counselor, police, religious leader, parent, teacher	Introduce protectors to the class so that the variety of resource people is apparent.
• Art • Language Arts • Social Science	• Writing and drawing materials	Make a class big book with the theme "I was afraid when . . . . " Each child and teacher contributes a page to the class book, adding details about the fear, how it was resolved, and who helped. Discuss whether the fears related to mistreatment.
• Health/Safety • Physical Education • Social Science	• SAFE PLACE sign or replica of it	Show the children the SAFE PLACE sign, discuss the concept, conditions when they might use it, and places they could see this sign. (Designated homes, community centers, libraries, schools, city offices, shops.) Roleplay situations where they should seek out a SAFE PLACE.

Teaching Strategy/Focus (9): To empower the child to recognize mistreatment and to seek protection

Content Area	Materials	Activities
• Social Science	• No special materials required	Brainstorm jobs that are appropriate/inappropriate for children, with attention to characteristics that distinguish these two categories.
The Upper Elementary Child		
• Social Science	• Guest speaker, drawn from protecting services	Expand children's concept of "protectors" (from school, police, neighbors, religious leaders to include social workers, shelters, courts, volunteers in child protective and United Way agencies) through guest speakers and discussion.
• Health/Safety • Language Arts • Physical Education	• Writing materials	Use theme "body signals of something inappropriate" to explore physical symptoms of fear.
• Drama • Health/Safety • Physical Education	• D.A.R.E. (Drug Abuse Resistance Education) resource personnel	Utilize D.A.R.E. (Drug Abuse Resistance Education) program to roleplay inappropriate situations and ways to handle them.
• Geography • History • Language Arts • Social Science	• Books and periodicals	Research child labor and child labor laws in various countries historically and at present, discussing what kinds of jobs are appropriate for children.

Booklist For Principle Nine

Abells, Chana Byers. *The Children We Remember.* Rockville, Maryland: Kar-Ben Copies, Inc., 1983. J
Photographs of Jewish children sensitively document their experience during the Holocaust. Suitable for the older elementary school child.

Ancona, George. *Helping Out.* New York: Clarion Books, 1985. CJ or E
Reflects the pride of children who "help out" by learning and doing appropriate jobs. May be used to discuss appropriate/inappropriate work for children.

Anderson, Deborah and Martha Finne. *Liza's Story; Neglect and the Police.* Minneapolis: Dillon Press, Inc., 1986. J
Liza suffers from child neglect until the police intervene. Contains definitions of neglect, a statement of children's basic rights, and suggested places to seek help. Part of a series by the same authors. Other titles are *Jason's Story; Going to a Foster Home, Margaret's Story; Sexual Abuse and Going to Court, Michael's Story; Emotional Abuse and Working with a Counselor,* and *Robin's Story; Physical Abuse and Seeing the Doctor.*

Barsuhn, Rochelle Nielsen. *Feeling Afraid.* Elgin, IL: The Child's World, 1983. CJ or E
Contains twin themes useful in discussing fear: "Sometimes I am afraid when I don't need to be" and "Other times being afraid helps keep me safe."

Blakely, Cindy and Suzanne Drinkwater. *The Look Out! Book; A Child's Guide to Street Safety.* New York: Scholastic, 1986. CJ or E
A safety guide for young children which includes inappropriate situations and how to deal with them. Also suggests people and places which offer help.

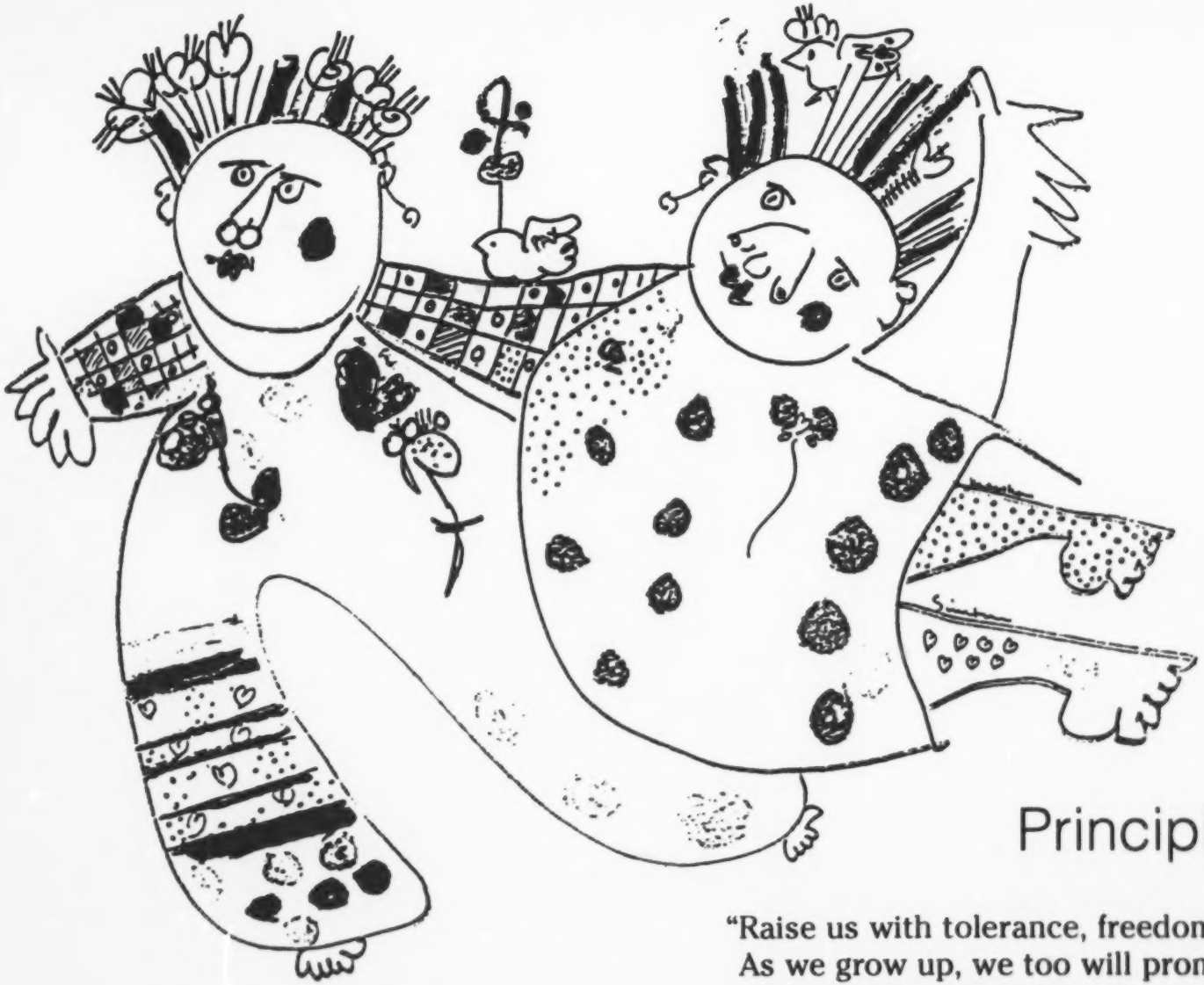
Bunting, Eve. *Terrible Things.* New York: Harper & Row, 1980. CJ or E
One by one the forest animals are carried off by the Terrible Things until they come to realize they must protect each other. Although written as an allegory of the Holocaust, the book generically raises issues of cruelty and resistance.

Hindman, Jan. *A Very Touching Book . . . for Little People and for Big People.* Revised edition. Ontario, OR: Alexandria Associates, 1985.
Sensitive guidebook to appropriate and inappropriate touching.

Sanford, Doris. *I Can't Talk About It: A Child's Book About Sexual Abuse.* Portland, OR: Multnomah Press, 1986. CJ or E
Annie reveals her father's sexual abuse to a dove at her grandmother's beach cottage. Includes guidelines for adults to help sexually abused children.

Stanek, Muriel. *Don't Hurt Me, Mama.* Niles, Illinois: Albert Whitman & Company, 1983. CJ or E
A kind school nurse sees that a girl and the mother who abuses her get help. Emphasizes that the abuse is not the child's fault.

Wachter, Oralee. *No More Secrets for Me.* Boston: Little, Brown and Company, 1983. J
In four stories on the theme of sexual abuse, the children learn to seek help and to articulate their feelings.



Principle Ten

"Raise us with tolerance, freedom and love. As we grow up, we too will promote peace and understanding throughout the world."

Principle Ten **"Raise us with tolerance, freedom and love. As we grow up, we too will promote peace and understanding throughout the world."**

The child shall be protected from practices which foster discrimination in any form. The child shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood.

Teaching Strategy/Focus (10): To celebrate the full cycle by acting upon expanded feelings of tolerance, understanding and friendship—enabling children to claim their roles as peacemakers within the global family

For all teachers, in all classrooms

- **We encourage you to allow your students to express what they have learned in the previous nine principles by developing their own culminating activity.**
- **We invite each group using this text to reflect on their growth in appreciating the human rights of children.**
- **We challenge teachers and students to continue to identify issues of children's rights and to take part in experiences that support those rights—in the classroom, at home, and in your community.**

Booklist For Principle Ten

Berry, Joy. *Every Kid's Guide to Understanding Human Rights.* Chicago: Childrens Press, 1987. CJ or E
Basic introduction to a few of the rights of children and to the concept of human rights. Useful for younger children.

Blos, Joan W. *Old Henry.* New York: Mulberry Books, 1987. CJ or E
Henry's neighbors object to the way he keeps his property until he leaves and they discover they miss him.

Bradley, John. *Human Rights.* New York: Gloucester Press, 1987. J
Examines human rights issues in a variety of countries. Includes the role of international organizations, such as Amnesty International, which work for human rights.

Carlson, Nancy. *Loudmouth George and the New Neighbors.* New York: Puffin, 1986. CJ or E
Rabbit George thinks he will not like the new neighbors, who are pigs, until he learns that he is the one missing all the fun.

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes.* New York: Putnam, 1977. J
The story of Sadako, who died at 11 from leukemia triggered by the Hiroshima bombing, is interwoven with the Japanese legend that making 1,000 paper cranes brings healing.

DePaola, Tomie. *Oliver Button Is a Sissy.* New York: Harcourt Brace Jovanovich, 1979.
Oliver's friends make fun of his tap dancing until the big talent show.

Durell, Ann and Marilyn Sachs (eds.). *The Big Book for Peace.* New York: Dutton Children's Books, 1990. J
The wisdom of peace is demonstrated in this collection of stories, poems and pictures by 30 renowned children's authors and illustrators.

Guthrie, Donna. *A Rose for Abby.* Nashville: Abingdon Press, 1988. CJ or E
Abby watches a homeless old woman search through garbage cans and is inspired to organize adults in the neighborhood to help her and other street people.

Henkes, Kevin. *Chester's Way.* New York: Puffin, 1989. CJ or E
Chester and Wilson always do things alike, until Lily moves into the neighborhood and shows that new ways can be just as good.

Morris, Ann. *When Will the Fighting Stop? A Child's View of Jerusalem.* New York: Athenaeum, 1990. J
Mishkin, a young Jewish boy, observes all the different people who make Jerusalem their home and asks why they cannot be friends. Powerful photographs and text for older elementary children.

Scholes, Katherine. *Peace Begins With You.* San Francisco: Sierra Club Books, 1989. CJ or E
Explains in language appropriate for young children the concepts of peace, why conflicts occur, and how to protect peace. Well-suited as a summation of the ten principles.

Seuss, Dr. *The Butter Battle Book.* New York: Random House, 1984. CJ or E
The Yooks and the Zooks develop more and more sophisticated weaponry in a gentle allegory of the arms race, encouraging children to envision a peaceful world.

Seuss, Dr. *The Sneetches.* New York: Random House, 1953. CJ or E
The Star-Belly Sneetches consider themselves superior to the Plain-Belly Sneetches until they learn that Sneetches are Sneetches.

Snyder, Gerald S. *Human Rights.* New York: Franklin Watts, 1980. J
Discusses international status of human rights, including those of children, and examines the role of the United Nations.

Weiss, Evelyn. *Children's Songs for a Friendly Planet; Kindergarten Through Grade 6.* New York: World Around Songs, Inc., 1986. J
Highly recommended collection of songs "meant to serve as a base for global understanding, global friendship, and cooperation and peace." Contains many songs oriented toward multiculturalism and self-concept.

Zolotow, Charlotte. *I Know a Lady.* New York: Greenwillow, 1984. CJ or E
Sally loves a kind old lady in her neighborhood who grows flowers, waves to children, and bakes treats for them.

Bibliography

Fry-Miller, Kathleen and Judith A. Myers-Walls. *Young Peacemakers Project Book.* Elgin, IL: Brethren Press, 1988.
Activities which introduce young children to concepts of peacemaking, including global citizenship, interpersonal relationships, the environment.

Gilbert, LaBritta. *I Can Do It! I Can Do It! 135 Successful Independent Learning Activities.* Mt. Rainier, Maryland: Gryphon House, Inc., 1984.
Activities for individual success of the young child in the classroom, other group setting, or at home.

Morris, Ann. *Loving.* New York: Lothrop, Lee & Shepard Books, 1990.
The photographs by Ken Heyman show children of many cultures and countries. May be used for "the quality picture collection of children from around the world" which supports many activities in this manual. (See also UNICEF, *We, the Children*, cited below.)

Polon, Linda and Aileen Cantwell. *The Whole Earth Holiday Book.* Glenview, IL: Scott Foresman and Company, 1983.
Compendium of holidays around the world, with emphasis on the child's role in them.

Schniedewind, Nancy and Ellen Davidson. *Cooperative Learning, Cooperative Lives. A Sourcebook for Building a Peaceful World.* Dubuque, IA: Wm. C. Brown, 1987.
Highly recommended resource book for teachers with activities promoting cooperation, equity, environmental awareness, and peace.

Sawyer, Don and Howard Green. *The NESA Activities Handbook for Native and Multicultural Classrooms.* Vancouver, British Columbia: Tillacum Library, 1984.
Experiential exercises designed to heighten multicultural awareness of children from elementary to secondary school ages. Especially oriented toward appreciating Indian culture.

Sinetar, Marsha. *A Person is Many Wonderful Strange Things.* El Segundo, CA: I Draw Books, 1982.
Uplifting discussion of individuality for people of all ages illustrated by the author.

Sinetar, Marsha. *Self-Esteem is Just an Idea We Have About Ourselves/La Autoestima no es Mas Que una Idea Que Tenemos Acerca de Nosotros Mismos.* New York: Paulist Press, 1990.
Affirmations for people of all ages illustrated by the author. In both English and Spanish.

UNICEF. *A Children's Chorus; Celebrating the 30th Anniversary of the Declaration of the Rights of the Child.* New York: E.P. Dutton, 1989.
Presentation of the ten principles of the rights of the child in language appropriate to preschool and elementary children. Beautifully illustrated.

UNICEF. *We, the Children.* New York: W.W. Norton & Co., 1990.
Photographs by the world's leading photojournalists show diverse children at play, school, work and rest. May be used as "the quality picture collection" recommended for activities. More comprehensive and more expensive than *Loving* by Ann Morris.

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The Human Rights for Children Committee is a volunteer group within the Tacoma, Washington chapter of Amnesty International that focuses on the prevention of future human rights abuses. Its members have taught at all levels in several countries, from early childhood up to college level.

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